

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		AP Chinese Language and Culture				Course Code		G0408-G0409	
Transcript Title:	AP Chinese Language & Culture			Grades Levels:	12	Board Adoption Date:		05/09/2017	
Content Area:	Foreign Language			GPA Scale:	5.0	Date Course Submitted:		4/2017	
Credential Req:	Foreign Language: Chinese		Graduation Subject Areas:		Humanities				
UC/CSU "A-G" Area Approvals:				School Site that wrote and submitted the course:			CMHS / CDM		
Prerequisite(s):	Mandarin Chinese 4 / Teacher Consent								
Next course(s):	n/a								

COURSE DESCRIPTION (catalog summary):

The AP Chinese language and culture course is designed to be comparable to fourth semester college / university courses in Mandarin Chinese. These college courses, which deepen students' immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Course work provides students with opportunities to perform Intermediate –to Advanced-level tasks, and students are expected to achieve proficiencies throughout the Intermediate range, as described in the American Council on the Teaching of Foreign Languages *Proficiency Guidelines*.

The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons and Communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiency across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. The AP course focuses on language proficiency while interweaving level- and age-appropriate cultural content throughout the course and providing for frequent formative assessment of students' developing proficiencies within the content of their learning. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

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GOALS (expected performance outcomes for students):

Interpersonal Mode

- *Ability to comprehend, draw inferences from, and respond to spoken and written Chinese in a variety of personal, social and cultural contexts*
- *Ability to interact in a variety of situations in cultural contexts*
- *Ability to use critical thinking skills to derive meaning from context*

Interpretive Mode

- *Ability to comprehend and interpret spoken Chinese in a variety of social and cultural contexts that pertain to daily life*
- *Ability to comprehend and interpret a variety of nontechnical written Chinese texts that pertain to daily life*

Presentational Mode

- *Ability to provide information about events in immediate environment and to demonstrate some degree of spontaneous application of language*
- *Ability to describe an event or activity in a cohesive and coherent manner with linguistic accuracy*
- *Ability to demonstrate cultural appropriateness through spoken and written discourse*
- *Ability to compare and contrast phenomena and explain one's preference*

CALIFORNIA CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages and our ability to use them is an effective instrument for international understanding and allow students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the “five ‘C’s” of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines, and California Framework for World Languages and California Standards for the Teaching Profession:

COMMUNICATION - *Students present information and exchange ideas about a variety of subjects*

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 spoken and written Mandarin on a variety of topics.

Standard 1.3- Students present information, concepts, and ideas in Mandarin to an audience.

CULTURES - *Students acquire knowledge and develop understandings of cultures other than their own.*

Standard 2.1- Demonstrate understanding between practices and perspectives of Chinese Cultures.

Standard 2.2- Demonstrate understanding of the relationship between the products and perspectives of Chinese cultures.

CONNECTIONS - *Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.*

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Standard 3.1- Students reinforce and further their knowledge of other disciplines through Mandarin.

Standard 3.2- Acquire information and recognize the distinctive viewpoints that are only available through the Mandarin language and cultures.

COMPARISONS - *Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.*

Standard 4.1- Demonstrate understanding of the nature of language through comparisons between Mandarin and English.

Standard 4.2- Demonstrate understanding of the concept of culture through comparisons between Mandarin cultures and their own.

COMMUNITIES - *Students learn to use the target language within and beyond the school setting*

Standard 5.1- Use Mandarin both within and beyond the school setting.

Standard 5.2- Students show evidence of becoming lifelong learners by using Mandarin for personal enjoyment and enrichment.

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

Throughout the AP Chinese Language and Culture course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. AP Chinese Language and Culture Exam is used as a model to assess both cultural knowledge and language skills within the context of complex tasks. Formative and summative assessment tasks are identified at the beginning of each unit of study. Within each unit of study, all three modes of communication – Interpersonal, Interpretive, and Presentational – are normally assessed within the context of integrated performance tasks. In addition, timed assessment is employed within each unit's context as well.

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Unit 1	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Chinese Art & Music Appreciation - Paintings - calligraphy - Folk arts - BeiJing opera - Pop music - Theater - Dance - Traditional instruments	a. Describe Chinese arts by comparing colors, styles and subject/ theme b. explain the perspective of Chinese culture presented in the paintings/songs c. compare forms of music and their popularity in China and in U.S d. Discuss and analyze the way in which art and music reflect the lifestyle of Chinese people e. Key words & phrases: 艺术作品 <i>Work of art</i>, 艺术家 <i>artist</i>, 代表作, 欣赏 <i>Appreciate</i>, 经典 <i>classic</i>, 评论 <i>comments</i>, 丰富多彩 <i>rich & colorful</i>, 博大精深 <i>profound</i>, 文房四宝 <i>four treasure</i>, 琴棋书画 <i>instrument chess calligraphy painting</i>, 代表 <i>represent</i>, 表达 <i>express</i>, 包含 <i>contain</i>, 体会 <i>experience</i>, 意义 <i>significance</i>, 风格 <i>style</i>, 栩栩如生, 主题 <i>theme</i>, 擅长 <i>specialize</i>	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with current language studies	- Daily character writing practice - Daily warmup / workbook exercise - Daily online vocabulary review (using Chrome Books) - Weekly sentence pattern practice (quizlet & Chrome Books) - Weekly dictation - Weekly vocabulary quiz - Class discussion: study painting “Spring Festival on the River” – daily life in China in 13th century - Reading: Research on an artist and a musician and their famous work - Listening: access museums online with the art/ music studies and listen to the intro. - Speaking: Presentation based on research – explain the perspective of Chinese culture presented in the paintings/songs - Watch 2008 Beijing Olympic Opening ceremony and discuss the arts represented - Writing: Describe Chinese arts by comparing colors, styles and subject/ theme, then rate the art and prints according to personal preferences. - Speaking / Writing: compare forms of music and their popularity in China and in U.S. - Create a PPT to showcase 5 Chinese traditional art or music; Discuss and analyze the way in which art and music reflect the lifestyle of Chinese people	- Barron’s AP Chinese - Textbook - Workbook - Web-based texts - Animated software - Audios - Videos - Newspapers - Fictions - Non-fictions - Poetry - Films - Painting – Spring Festival on the River

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	Extension – for high achieving students.	<u>Content:</u> History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process:</u> Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product:</u> Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations</i>			
	Summative Assessments (unit final evaluation): <i>Chapter tests, essays, midterm and final exams, project presentations.</i>			

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Unit 2	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Chinese Literature & Poetry - 红楼梦 (Dreams in Red Mansion) - 三国演义 (Three Kingdoms) - 水浒传 (Story by Water Margin) - 西游记 (Journey to the West) - 唐诗宋词 (Poetry from Tang & Song Dynasty)	a. <i>Analyze and discuss selected short stories, poetry and excerpts of novels</i> b. <i>Analyze ideas and philosophical concepts through reading</i> c. <i>Demonstrate understanding of the relationship between literature and poetry and the social issues of the times</i> d. <i>Key words & phrases: 刻画 characterize, 描述 describe, 生动 vividly, 情节 plot, 反映 reflect, 批评 to criticize, 家喻户晓 well known, 文化遗产 cultural heritage, 吸引 attract, 表达 to express, 对..的向往 desire for, 积极 positive vs. 消极 negative, 精彩 wonderful</i>	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Daily character writing practice - Daily warmup / workbook exercise - Daily online vocabulary review (using Chrome Books) - Weekly sentence pattern practice (quizlet & Chrome Books) - Weekly dictation - Weekly vocabulary quiz - Reading: teacher selected and level appropriate Chinese literature - Speaking/ discussion: classic literature / poetry and the social background - Research / presentation: your favorite Chinese poem and the poet - Writing: express your opinion by analyzing the philosophical concepts reflected in Chinese literature and poetry	- Barron's AP Chinese book - Integrated Chinese Level 2 Part 2 Textbook - Workbook - Audios - Videos - PowerPoint - Online Flash Cards - Articles - Online resources - See "Supplemental Material"

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	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 3	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Change in China & Current Events</i> • 改革开放 (Opening & Reform) • Influence of Mass Media • Generation Gap • Concept of Marriage	a. Describe the sights and sounds of a major city b. Describe in basic terms some features of a historic tourist site c. Give a simple account of the growth of a city from the past to the present d. Express surprise at an unforeseen turn of events e. Key Words & Phrases: Adverb 竟然, Particle 过, Particle 啊, 以 A 为, 一 + reduplicated measure word, Adverb 可是 continued, 完全 (entirely), 的确 (indeed), 要不是 (if it were not for), 从来 (always), 看来 (it seems) 尽可能 (as much as possible)	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	• <i>Daily character writing practice</i> • <i>Daily warmup / workbook exercise</i> • <i>Daily online vocabulary review (using quizlet & Chrome Books)</i> • <i>Weekly sentence pattern practice (using Chrome Books)</i> • <i>Weekly dictation</i> • <i>Listening: audios of news broadcasting from 1980s and current</i> • <i>Reading: articles about urban development in newspapers from 1980s, 1990s, and current</i> • <i>Writing: compare a Chinese city from 1980s to current/ map-photo: architecture, fashion, mass transportation, food, leisure activities, and communication.</i> • <i>Speaking: present the report</i> • <i>Class discussion: current affairs in the news</i>	• <i>Barron's AP Chinese book</i> • <i>Integrated Chinese Level 2 Part 2 Textbook</i> • <i>Workbook</i> • <i>Audios</i> • <i>Videos</i> • <i>PowerPoint</i> • <i>Online Flash Cards</i> • <i>Articles</i> • <i>Online resources</i> • <i>See "Supplemental Material"</i>

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	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 4	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Chinese History & Famous People - 秦始皇 (Empror Qin) - 孔孟思想 (Confucius Philosophy) - 丝绸之路 (Silk Road) - 四大发明 (the Four Inventions) - 孙中山 (Dr. Sun Yat-sen) - 毛泽东 (Chairman Mao) - 邓小平 (Deng Xiaoping)	a. Name major dynasties in order b. Describe major historical figures and events c. Demonstrate understanding of the influence on Chinese society and culture from the historical figures / events d. Key words & phrases: 发达 advanced, 发明 inventions, 发展 develop, 革命 revolution, 贸易 trade, 对..做出贡献 make contribution to.., 对..产生影响 have influence on, 建立 to establish,	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Daily character writing practice - Daily warmup / workbook exercise - Daily online vocabulary review (using quizlet & Chrome Books) - Weekly sentence pattern practice (using Chrome Books) - Weekly dictation - Reading: access online resources to read biographical summaries of famous Chinese people - Writing: research and write an essay about one famous Chinese person and his or her significance - Debate: the positive and negative aspects of certain historical events - Compare Chinese and American historical figures and their contributions	- Barron's AP Chinese book - Integrated Chinese Level 2 Part 2 Textbook - Workbook - Audios - Videos - PowerPoint - Online Flash Cards - Articles - Online resources - See "Supplemental Material"

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	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 5	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Chinese Holidays & Cuisines - The spring festival - The lantern festival - The Qingming festival - The dragon boat festival - The mid-autumn festival	a. Name the major traditional Chinese holidays and explain when they occur b. Name the food that is most associated with each of the major traditional Chinese holidays c. Express New Year's wishes d. Describe the festivities during the Chinese new year period e. Wish others success or good health f. Key Words & Phrases: Adj/V +着 +V, Reduplication of measure words, Preposition 以, Particle 嘛, 先...再..., V 起来, V 得出来 (be Able to tell), 气氛 (ambiance) 传统 (traditions) 热闹 (lively)	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Daily character writing practice - Daily warmup / workbook exercise - Daily online vocabulary review (using Chrome Books) - Weekly sentence pattern practice (using quizlet & Chrome Books) - Weekly dictation - Writing (type in lab): students will be assigned one major Chinese holiday and create / type an invitation for a major Chinese holiday party: (explain the traditions and customs) - Research on when, how, what and why about the holiday and make a poster-board display for presentation - Interview an elder person of Chinese background on how he or she celebrated the festival of your assignment as a child in China. - Reading/ Research (Blog / newspaper): compare the Chinese holiday to a similar one in your own culture or the western culture - Speaking/ Presentation + Role Play: Chinese holiday party (different groups representing different holidays) - Listening /Speaking: Learn a Chunjie song - PowerPoint Presentation on major Chinese cuisines	- Barron's AP Chinese book - Integrated Chinese Level 2 Part 2 Textbook - Workbook - Audios - Videos - PowerPoint - Online Flash Cards - Articles - Online resources - See "Supplemental Material"
Differentiation				

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	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 6	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Environmental Protection & Energy Saving Cultural link: - Ban on plastic bags - Green power - Regulating air-conditioning temperature 2008 Summer Olympic Games and China's environmental issues	a. Describe a scene in which people are busily engaged in all kinds of activities b. Talk about indicators of a clean environment c. List some green energy sources d. Give examples of practices that are environmentally friendly e. Key Words & Phrases: V1 的 V1, V2 的 V2, Adjectives that can be reduplicated like verbs, ...吧, ...吧, 有益于, Adj.+于, V 着 V 着, 想起来(to recall) vs. 想出来(come up with), 环境保护(environmental protection), 可不是吗(isn't that so?), 造成(to cause), 从...做起(to start with), 不堪设想(extremely bad, unimaginable)	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Daily character writing practice - Daily warmup / workbook exercise - Daily online vocabulary review (using quizlet & Chrome Books) - Weekly sentence pattern practice (using Chrome Books) - Weekly dictation - Reading: news articles on China's environmental policies - Listening: Chinese Pod – what can we do help the environment? - Writing: Create a flyer on what can students do in daily life to help save energy? - Speaking: create a video of a 3 minute public service announcement for our school encouraging other students to save energy on campus and raise awareness of environmental protection - Writing / Presentation: is it possible to keep the balance of economic development and environmental protection?	- Barron's AP Chinese book - Integrated Chinese Level 2 Part 2 Textbook - Workbook - PowerPoint - Videos - Audios - Flash Cards - Articles - Online resources - See "Supplemental Material"
Differentiation				

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	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 7	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Gender Equality Cultural link: - China's economic reform - Traditional preference for boys - China's women athletes - Nuances of various gender terms - Terms for husband and wife	a. Talk about how couples treat each other as equals b. Discuss gender equality in the workplace c. Summarize briefly the changes in Chinese women's social status in the 20 th century d. Report the score and results of a sports game e. Key Words & Phrases: Pronoun 某, adverb 毕竟, 是...的 to affirm a statement, Complement 过来, 逐渐 (gradually), ...以来 (since), 拿...来说 (take..for example), 表现(performance), 看你说的(listen to yourself), 不得了 (extremely), 由(by)	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	<i>Daily character writing practice</i> <i>Daily warmup / workbook exercise</i> <i>Daily online vocabulary review (using quizlet & Chrome Books)</i> <i>Weekly sentence pattern practice (using Chrome Books)</i> <i>Weekly dictation</i> <i>Reading: Traditional roles/ jobs for husband and wife</i> <i>Create a questionnaire for teachers: are boys and girls treated the same?</i> <i>Education and career opportunities for women</i> <i>Women's achievements in sports (soccer, volleyball, pingpong)</i> <i>Speaking/ debate: if you were the boss, would you hire a man or a woman with very similar qualification? And why?</i> <i>Presentation: as a consultant in the field of gender equality, you are asked by a nonprofit, nongovernment organization to make the organization more aware of the needs of women employees and to make different aspects of the organization gender equal.</i> <i>Reading: 1 child policy; new 2 children policy</i> <i>Writing: survey classmates on who manages money or finance in their family, who does chores, who is in charge of important decisions etc. and write an essay based on the survey.</i>	- Barron's AP Chinese book - Integrated Chinese Level 2 Part 2 Textbook - Workbook - PowerPoint - Videos - Audios - Flash Cards - Articles - Online resources - See "Supplemental Material"
Differentiation				

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Course Title	AP Chinese Language and Culture		Course Code	G0408-G0409
	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 8	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Finance & Investment Cultural link: - China's high savings rate - Housing reform - China's stock exchanges	a. Describe if you are a saver or spender b. Identify ways to invest money c. Talk about ways to purchase a big-ticket item d. Describe your spending habits e. Describe in basic terms the ups and downs of the stock market f. <i>Key Words & Phrases:</i> 一向 vs. 一, Summary of the 把 construction, Reduplication of verbs, 引起 (to lead to), 算是(count as), 合(to combine), 终于 (finally), 接着(to continue), 突然(suddenly)	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	<i>Daily character writing practice</i> <i>Daily warmup / workbook exercise</i> <i>Daily online vocabulary review (using Chrome Books)</i> <i>Weekly sentence pattern practice (quizlet & Chrome Books)</i> <i>Weekly dictation</i> <i>Weekly vocabulary quiz</i> <i>Video/ off the great wall: how Chinese kids spend their new year's money?</i> <i>Research: Compare how American kids and Chinese kids spend money</i> <i>Compare the similarity and difference between Chinese and Americans on how they finance</i> <i>Write a plan on how to manage your salary: spend? Save? Invest? Charity?</i> <i>Speaking: Share the finance plan with the class</i>	<i>Barron's AP Chinese book</i> <i>Integrated Chinese Level 2 Part 2 Textbook</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Audios</i> <i>Flash Cards</i> <i>Articles</i> <i>Online resources</i> <i>See "Supplemental Material"</i>

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Differentiation	Support -- for students who are struggling with the content	<u>Content:</u> Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process:</u> Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product:</u> Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content:</u> History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process:</u> Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product:</u> Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations</i>			
	Summative Assessments (unit final evaluation): <i>Chapter tests, essays, midterm and final exams, project presentations.</i>			

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Unit 9	20 days			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Final Review • Speaking • Listening • Reading • Writing	Grammar: • Complements • The passive voice • 把 sentences • Existential sentences with 有, 着 • Pivotal sentences • Comparison • Rhetorical questions • Coordinate complex sentences • Subordinate complex sentences Key Phrases: • 才体会倒什么叫 only then did I realize • 其中 among them • 是必不可少的 is obliterated • A 是 A, B 是 B to keep two entities separate • 换句话说, in other words • 可见 apparently • 况且 moreover • 由此体会到了 now I realize • A 对 B 有/没有好处 A is / is not good for B • A 关系到 B A affects B • 不无关系 somehow related • 并不并没 not really • 不过话又说回来 having said that • 除非 unless • 从..来看 looking from this perspective • 到..为止 up until • 就拿..来说 take .. for example • 可以说 one may say • 说实话 honestly • 想象不出 can not imagine • 要不是 if not for • 应该说明的是 to clarify	<u>Communication:</u> students present information and exchange ideas about a variety of subjects <u>Cultures:</u> students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons:</u> students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities:</u> students learn to use the target language within and beyond the school setting <u>Connections:</u> topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	Mock AP exam: • Timed speaking daily according to prompts from previous AP Chinese exams • Timed writing daily according to prompts from previous AP Chinese exams • Timed reading from previous AP Chinese exams • Timed listening from previous AP Chinese exams	• Integrated Chinese Level 2 Part 2 Textbook • Workbook • Barron's AP Chinese book • Online resources • AP exams (2007-2017)

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	- 众所周知 as we all know - 自从.. 以来 ever since - 自然就 naturally (would happen) - 综上所述 to sum up - 作为 being (status)			
Differentiation	Support -- for students who are struggling with the content	<u>Content:</u> Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process:</u> Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product:</u> Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content:</u> History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process:</u> Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product:</u> Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

SUPPLEMENTAL MATERIALS

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READING

Chinese Reading Practice

<http://chinesereadingpractice.com/>

Reading Website (Maryland)

<http://readchinese.nflc.umd.edu/http://readchinese.nflc.umd.edu/>

Two Stories (PDF w/vocab)

<http://www.math.umaine.edu/~hiebler/chinesestories.html>

Chinese Stories – Read out loud & with Pictures (STORY TIME)

<http://hua.umf.maine.edu/Chinese/games/games.html#stories>

Reading from USC (Big 5 Encode - Right click on screen, click “Encoding”)

https://www.usc.edu/dept/ealc/chinese/newweb/reading_page.htm

Iowa Reading

http://collections.uiowa.edu/chinese/0_intermediate/intermediate_unit05.html#

Reading Links

<https://clta-wa.wikispaces.com/Resource-Chinese+Reading>

News reading

<http://foreigncy.us/>

The Chairman’s Bao

<http://www.thechairmansbao.com/>

GRAMMAR

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Pasden – Chinese Grammar Wiki

https://resources.allsetlearning.com/chinese/grammar/Main_Page

Oxford Grammar Index

http://www.ctcfl.ox.ac.uk/Lang%20work/Grammar%20database/Grammar_database_content.htm

Yale (Basic) Grammar Index

<http://comet.cls.yale.edu/mandarin/content/grammar.htm>

LISTENING

University of Maine - Listening

<http://hua.umf.maine.edu/Chinese/topics/topics.html>

UC Berkeley – Integrated Chinese Listening

<http://www.language.berkeley.edu/ic/gb/toc.html>

VOCABULARY – Sentence Examples

Tatoeba

<http://tatoeba.org/eng/>

Chinese Pod Glossary

<https://chinesepod.com/tools/glossary/entry/>

Line Dictionary (NCIKU)

<http://ce.linedict.com/dict.html#/cnen/example?query=%E5%8E%89%E5%AE%B3>

Yellow Bridge Dictionary

<http://www.yellowbridge.com/chinese/dictionary.php>

Pleco (Phone App)

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INTEGRATED CHINESE – Web Resources

<https://csgchinese.wikispaces.com/Integrated+Chinese+Resources>

OTHER SUPPLEMENTAL RESOURCES from the following websites as assigned from teacher

Tudou - Chinese Video Sharing Application

<http://www.tudou.com/>

Youku – the Youtube of China

<http://www.youku.com/>