

Rumson-Fair Haven Regional High School

Course: *Advanced Placement Chinese Language and Culture*

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Approved: September, 2022

Section I: Course Description

AP Chinese Language and Culture is the fourth and final course in the Chinese Honors Program; it is a rigorous, 5-credit course that emphasizes further developing students' Chinese language proficiency by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. Grammatical components are also included but not overly emphasized as long as communicative goals are achieved. The course is taught almost exclusively in Mandarin in order to create an immersion language learning environment. The *AP Chinese Language and Culture* course allows students to explore Chinese language and culture in both contemporary and historical contexts with its six themes outlined by the College Board: Families in Different Societies, The Influence of Language and Culture on Identity, Influences of Beauty and Art, How Science and Technology Affect Our Lives, Factors That Impact the Quality of Life, Environmental, Political, and Societal Changes. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions), and prepares students for the complex and challenging objectives of the Advanced Placement Chinese Language and Culture Examination. Students are expected to complete mandatory Summer Assignments as part of their course preparation for *Advanced Placement Chinese Language and Culture*. Strong academic performance in *Chinese IV Honors* and teacher recommendation are prerequisites for this course.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives

1. [2020 New Jersey Student Learning Standards: World Languages:](#)
 - “The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.”
2. [Standard 8.1 \(Computer Science\) and 8.2 \(Design Thinking\) of the 2020 NJSLS:](#)
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
3. [Standard 9.4 \(Life Literacies and Key Skills\) of the 2020 NJSLS:](#)
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.”
Climate Change: The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
4. [Amistad Law: N.J.S.A. 18A 52:16A-88:](#)
 - Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
5. [LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:](#)
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”

6. **Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives***

Section III: Curriculum Modifications

The *Advanced Placement Chinese Language and Culture* Curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One on one instruction
- Independent work stations
- Use of graphic organizers
- Interest inventories and questionnaires
- Audio resources to complement written texts and concepts
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Diagrams and color coding for visual learners
- Verbal and written directions for visual and auditory learners
- Provided class notes
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

Section IV: Preparation for Standardized Testing

Instruction in *The Advanced Placement Chinese Language and Culture* course is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. The *End of Marking Period Assessments* for *The Advanced Placement Chinese Language and Culture* course also demonstrates alignment with the aforesaid standardized assessments.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>AP Chinese Language and Culture</i>	Grade Level: 12th Grade
Pre-Unit: Diagnostic/Summer Assessment/The AP Chinese Exam	Week 1
Unit I: Families in Different Societies	Weeks 2-10
Unit II: Factors that Impact the Quality of Life & How Science & Technology Affect our Lives	Weeks 11-16
Unit III: Influence of Beauty and Art	Weeks 17-27

Unit IV: The Influence of Language and Culture on Identity	Weeks 28-33
Unit V: Environmental, Political and Social Issues	Weeks 34-40
Unit VI: End of Year Project	Weeks 34-40

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed in the *AP Chinese Language and Culture* course:

- Cheng & Tsui, *Go Far with Chinese*, Level 2
- College Board, AP Classroom
- Teacher developed materials
- [*CommonSenseEducation*](#)
- Google Classroom

Section VII: Grading Formula and Assessment Modes

Marking period grades in the *AP Chinese Language and Culture* course are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Section VIII: Unit Templates

The following unit templates have been established for the *AP Chinese Language and Culture* Curriculum by *AP Chinese Language and Culture* Instructional Team:

Unit I: Families in Different Societies	
Unit Summary	
<p>This unit explores themes related to families in Chinese-speaking communities, which provide a meaningful context for students to acquire and develop a variety of language and cultural concepts. While the primary focus will be on the theme of “Families and Communities”, themes of “Personal and Public Identities”, “Contemporary Life”, “Cultural Awareness”, and “Global Challenges” will also be touched on by incorporating recommended contexts. For example, students will explore how families shape values and traditions, as well as personal beliefs and personal interests, examine the challenges faced by families and individuals, such as access to education and jobs, consider the evolving concept and role of families in contemporary societies, and compare the similarities and differences in family and personal practices in different societies. Specifically, students will read a Mid-Autumn Festival folktale, learn about celebrations, food and customs, symbolic meanings and significance, make comparisons with Thanksgiving, make self-introductions including information on hobbies, interests, personal preferences on food, sports, weather, clothing, academic interest, college plans, after-school job, etc., and make comparisons between student life in China and the US.</p>	
Standards/Core Ideas/Performance Expectations	
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the <i>AP Chinese Language & Culture</i> course:</p> <ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages 7.1</i> <ul style="list-style-type: none"> ○ 7.1.IM.IPRET.1-8 ○ 7.1.IM.IPERS.1-5 ○ 7.1.IM.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are some core family values in Chinese-speaking societies? How do they compare to the core values in the U.S.? 	<ul style="list-style-type: none"> ● Family structure and values differ from one society to another. ● Every family faces challenges and these challenges can vary from community to community.

<ul style="list-style-type: none"> • What challenges do families face in today’s China? How about in the U.S.? • How do families preserve traditions in contemporary society? • How do individuals contribute to the well-being of their families and communities? 	<ul style="list-style-type: none"> • Some family traditions evolve over time as the society's structure changes over time. • Each member may assume a variety of roles within a family. Likewise families within a society can play a variety of different roles.
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Evidence of Learning

Formative Assessment: <ul style="list-style-type: none"> • Classwork • Homework • Performance-based assignment • Class participation • Language Lab assignment • Interpretive print & audio assignment 	Summative Assessment: <ul style="list-style-type: none"> • Vocab quizzes • Listening & Reading assessments • Comprehensive tests • Timed presentations • Timed / Unprepared writing • Language Lab assessment 	Resources Needed: <ul style="list-style-type: none"> • <u>Go Far with Chinese</u>-Cheng & Tsui, Chapters 1-5 <ul style="list-style-type: none"> ○ GFC L2 Chap 1 Put the Pieces Together (融会贯通 rong hui guan tong) ○ GFC L2 Chap 2, 3, 4 Put the Pieces Together (Review and Assessment) ○ GFC L2 Chap 5 Section 1 & 2 GFC L2 Chap 5 Section 3 & Put the Pieces Together • AP College Board Classroom • Various Chinese-learning websites • Teacher developed materials
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Unit II: Factors that Impact the Quality of Life & How Science and Technology Affect Our Lives

Unit Summary

This unit explores themes related to the quality of life in Chinese-speaking communities, including the effects of science and technology on people’s lives. This theme encourages students to work with more contemporary vocabulary and content as they continue to develop linguistic proficiency from previous units. While the unit’s primary thematic focus is factors that impact the quality of life, the themes of “Global Challenges”, “Personal and Public Identities”, and “Beauty and Aesthetics” will also be incorporated. For example, students will explore how one’s social status and geography influences one’s daily practices and quality of life, consider how access to education, health care, justice, food, and water impact the quality of life, explore how developments in science can both create and resolve challenges in contemporary society, investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities, consider ways access to technology affects the quality of everyday life, affect the values and ethics of a community, and examine how traditional customs and practices evolve as new technologies are introduced. Specifically, activities will focus on social media & teenage life, how WeChat has changed people’s everyday life in China and comparisons with similar apps in the U.S.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the *AP Chinese Language and Culture* course:

- *2020 New Jersey Student Learning Standards: World Languages 7.1*
 - 7.1.IM.IPRET.1-8
 - 7.1.IM.IPERS.1-5
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How do aspects of everyday life influence and relate to quality of life? • How does where one lives impact the quality of life? • What influences one’s interpretation and perceptions of the quality of life? • What role do ethics play in scientific advancement? • What are the social consequences of scientific or technological advancements? 	<ul style="list-style-type: none"> • Quality of life is affected by one’s daily practices and experiences. • Comfort and well-being are impacted by where one lives. • Our perspectives of quality of life are informed by environmental, political, and societal factors. • There are different cultural perspectives on the ethics of advances in science and technology. • Scientific and technological advancements impact the values and perspectives of a society.

Evidence of Learning		
Formative Assessment: <ul style="list-style-type: none"> • Classwork • Homework • Performance-based assignment • Class participation • Language Lab assignment • Interpretive print & audio assignment • EMPA 2 Review 	Summative Assessment: <ul style="list-style-type: none"> • Vocab quizzes • Listening & Reading assessments • Comprehensive tests • Timed presentations • Timed / Unprepared writing • Language Lab assessment • EMPA2 	Resources Needed: <ul style="list-style-type: none"> • <u>Go Far with Chinese</u> - Cheng & Tsui, Chapter 6 <ul style="list-style-type: none"> ◦ GFC L2 Chap 6 Section 1 & 2 ◦ GFC L2 Chap 6 Section 3 & Put the Pieces Together • AP College Board Classroom • Various Chinese language learning websites • Teacher developed materials • Common Sense Media Lesson

Unit III: Influences of Beauty and Art

Unit Summary

This unit explores themes related to the influences of beauty and art in Chinese-speaking communities, which provides a meaningful context for students to develop a variety of linguistic and cultural concepts. The primary focus will be on the theme of “Beauty and Aesthetics,” however, the themes of “Personal and Public Identities,” “Contemporary Life,” and “Families and Communities” will be integrated. For example, students will explore how art influences the quality of life and values in a community, discover how the arts capture and reflect the history of a community, investigate how the concept of beauty is defined within a culture, and explore how art challenges and reflects cultural perspectives. Students will complete a Culture Presentation and will discuss travel to China, school trips, and the hypothetical purchase of souvenirs for family and friends.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the *AP Chinese Language and Culture* course:

- *2020 New Jersey Student Learning Standards: World Languages 7.1*
 - 7.1.IM.IPRET.1-8
 - 7.1.IM.IPERS.1-5
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • How do ideals of beauty and aesthetics influence daily life? • How does art both reflect and challenge cultural perspectives? • How do communities value beauty and art? • How is art used to record history? 	<ul style="list-style-type: none"> • Different cultures may have a number of different conceptions about beauty. • Artists are both inspired by and react to the cultural perspectives of their community. • Aesthetics play a role in all communities and in the lives of individuals within them. • Aesthetic values are a product of time and place.
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Evidence of Learning

Formative Assessment: <ul style="list-style-type: none"> • Classwork • Homework • Performance-based assignment • Class participation • Language Lab assignment • Interpretive print & audio assignment 	Summative Assessment: <ul style="list-style-type: none"> • Vocab quizzes • Listening & Reading assessments • Comprehensive tests • Timed presentations • Timed / Unprepared writing • Language Lab assessment 	Resources Needed: <ul style="list-style-type: none"> • <u>Go Far with Chinese</u> - Cheng & Tsui, Chapters 7 & 9 <ul style="list-style-type: none"> ◦ GFC L2 Chap 7 Visiting Xi’an and Beijing Section 1 & 2 ◦ GFC L2 Chap 7 Section 3 & Put the Pieces Together ◦ GFC L2 Chap 9 Shopping for a Gift Section 1 & 2 ◦ GFC L2 Chap 9 Section 3 & Put the Pieces Together • AP College Board Classroom • Various Chinese language learning websites • Teacher developed materials
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Unit IV: The Influence of Language and Culture on Identity

Unit Summary

This unit looks at how language and culture influence identity in Chinese-speaking societies. This relevant and engaging theme provides a meaningful context in which students can acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary. While the primary focus will be on the theme of “Personal and Public Identities,” the themes of “Beauty and Aesthetics,” “Contemporary Life,” and “Science and Technology” will also be included. For example, students will explore how developments in science and technology impact the ways we communicate and, ultimately, how we see ourselves and the world, examine how social media affects personal image and identity, consider the role of advertising in shaping personal and public identity, inspect that the idea of health and beauty change over time in different communities, examine the role of advertising in shaping personal and public identity, and explore how a community’s identity is reflected in its art.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the *AP Chinese Language and Culture* course:

- *2020 New Jersey Student Learning Standards: World Languages 7.1*
 - 7.1.IH.IPRET.1-8
 - 7.1.IH.IPERS.1-6
 - 7.1.IH.PRNT.1-6
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.12.DC.6, 9.4.12.GCA.1, 9.4.12.CI., 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2

Unit Essential Questions

- How does one’s identity evolve over time?
- How does language shape our cultural identity?
- How does the art of a community reflect its public identity?

Unit Enduring Understandings

- Personal identity evolves over time with different experiences.
- One’s sense of self is influenced by many factors including language.
- The products, practices, and perspectives of a community are reflected in the art that it produces.

Evidence of Learning

Formative Assessment:

- Classwork
- Homework
- Performance-based assignment
- Class participation
- Language Lab assignment
- Interpretive print & audio assignment

Summative Assessment:

- Vocab quizzes
- Listening & Reading assessments
- Comprehensive tests
- Timed presentations
- Timed / Unprepared writing
- Language Lab assessment

Resources Needed:

- Go Far with Chinese - Cheng & Tsui, Chapter 11
 - GFC L2 Chap 11 Food and Health Section 1 & 2
 - GFC L2 Chap 11 Section 3 & Put the Pieces Together
- AP College Board Classroom
- Various Chinese language learning websites
- Teacher developed materials

Unit V: Environmental, Political, and Social Challenges

Unit Summary

This unit explores themes related to how complex issues and phenomena affect people’s lives in Chinese-speaking communities. Engaging with the primary theme of Global Challenges encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. The unit also connects to the themes of Contemporary Life, Science and Technology, and Families and Communities. For example, students will investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities, explore how individuals can positively or negatively influence the world around them and suggest possible solutions that address contemporary global challenges.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the *AP Chinese Language and Culture* course:

- *2020 New Jersey Student Learning Standards: World Languages 7.1*
 - 7.1.IH.IPRET.1-8
 - 7.1.IH.IPERS.1-6

<ul style="list-style-type: none"> ○ 7.1.IH.PRSNT.1-6 ● 2020 <i>New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● How do environmental, political, and societal challenges positively and negatively impact communities? ● What role do individuals play in identifying and potentially solving complex societal issues? ● How do challenging issues affect a society's culture? 		<ul style="list-style-type: none"> ● Our communities are impacted by environmental, political, and societal factors and challenges. ● Individuals and their communities can identify and work to resolve social challenges that they face. ● Environmental, political, and social challenges impact one's culture.
Evidence of Learning		
Formative Assessment:	Summative Assessment:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance-based assignment ● Class participation ● Language Lab assignment ● Interpretive print & audio assignment 	<ul style="list-style-type: none"> ● Vocab quizzes ● Listening & Reading assessments ● Comprehensive tests ● Timed presentations ● Timed / Unprepared writing ● Language Lab assessment 	<ul style="list-style-type: none"> ● <u>Go Far with Chinese</u> - Cheng & Tsui ● AP College Board Classroom ● Various Chinese language learning websites ● Teacher developed materials

Unit VI: End-of-Year Project		
Unit Summary		
<p>Students will explore and select a Chinese song for the Languapalooza performance. This is a wonderful project for students to learn the value of teamwork, diligence and grit. They will learn the lyrics, memorize it, sing with passion, and choreograph some stunning dance moves for the competition. Students have always praised this project as an unforgettable experience in their language learning journey. In this final unit, students will also watch Chinese films to explore certain themes of Chinese culture and some society issues.</p>		
Standards/Core Ideas/Performance Expectations		
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the <i>AP Chinese Language and Culture</i> course:</p> <ul style="list-style-type: none"> ● 2020 <i>New Jersey Student Learning Standards: World Languages 7.1</i> <ul style="list-style-type: none"> ○ 7.1.IH.IPRET.1-7 ○ 7.1.IH.IPERS.1-5 ○ 7.1.IH.PRSNT.1-5 ● 2020 <i>New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are the key elements of successful teamwork? ● What elements of Chinese pop culture overlap with our own? ● What are some great Chinese films and how do they provide insight into Chinese culture? 		<ul style="list-style-type: none"> ● Every single person needs to contribute to his/her best for the team to win. ● There are many similarities between the Chinese and U.S. pop culture. ● High quality Chinese speaking films from both the U.S. and China have opened the door wide open for the outsiders to understand more about Chinese culture and some social issues in China.
Evidence of Learning		
Formative Assessment:	Summative Assessment:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance-based assignment ● Class participation 	<ul style="list-style-type: none"> ● Vocab quizzes ● Seminar discussions ● Timed writing 	<ul style="list-style-type: none"> ● Netflix <ul style="list-style-type: none"> ○ "Found" (documentary) ○ "Farewell" (movie) ● Teacher developed materials

Section IX: Unit Reflection

The *AP Chinese Language and Culture* Instructional Team must confer upon the completion of each instructional unit in the *AP Chinese Language and Culture* course and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to The *AP Chinese Language and Culture Curriculum*.

Unit Reflection Form: (AP Chinese Language and Culture)			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			