

Madison Public Schools

AP Chinese

Written by:

Yong Sun

Reviewed by:

Matthew A. Mingle

Director of Curriculum and Instruction

Stacy Snider

Supervisor of Visual and Performing Arts/World Languages

Approval date:

August 18, 2015

Members of the Board of Education:

Lisa Ellis, President

Kevin Blair, Vice President

Shade Grahling, Curriculum Committee Chairperson

David Arthur

Debra Coen

John Flynn

Johanna Habib

Leslie Lajewski

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description

The AP Chinese course is designed to prepare students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal modes (communication, culture, connections, comparisons, and communities) as outlined in the standards for Foreign Language Learning in the 21st Century. Authentic materials are used as learning materials in addition to other texts. Audio and visual materials are also used inside the classroom and are encouraged to be used at home. Aural/oral skills, reading comprehension, grammar, composition, and any advanced-level language structures are practiced in this course. The learning activities continuously reinforce student-centered learning and cooperative learning, the use of information technology, and encourage creative learning and thinking. The course is taught entirely in Chinese and engages students to explore both historical and contemporary Chinese culture. Throughout this AP Chinese course, the assessments will be frequent, varied in both formative and summative style.

Goals

This course aims to:

- Engage students in both spoken and written interpersonal communications;
- Engage students to plan, produce, and present spoken and written presentational communications;
- Allow students to comprehend information from a variety of authentic resources, such as films, videos, newspapers, magazines, etc;
- Enhance cultural competence by having a deeper and wider understanding of the history, practices, and perspectives of Chinese culture;
- Develop critical thinking in order to make connections and comparisons with other content areas of learning;
- Use Chinese language to communicate more effectively both in the school setting and in real-life situations.

Benchmark Assessments

Benchmark assessments are given at the end of each unit and focus on specific presentational tasks required on the AP Exam. They will include any multiple choice activity related to the unit themes and any Interpersonal Writing, either Email reply or Argumentative Essay or Interpersonal speaking either directed conversation or Cultural comparison. All assessments are graded according to the AP Scoring rubrics

Resources

[Suggested activities and resources page](#)

Materials

1. Jiaolu Xu, Fu Chen, Yuojiang Wang, Ruiping Zhu. Harvest Intermediate Chinese. Second Edition, Beijing: Beijing Normal University Publishing Group, 2014.

2. Yea-Fen Chen, Meng Yeh, Frances Yufen Lee Mehta, Mei-Ju Hwang, Yuanchao, Meng, and Natasha Pierce. Chaoyue advanced in Chinese. New York: Columbia University Press, 2010.
3. YaminMa, Xinying Li.Chinese Made Easy (4 & 5),, HongKong: Joint Publish (H.K.)Co., Ltd. 2004
4. Chinese movies, videos, and DVDs/CDs.
5. www.youtube.com
6. Supplementary authentic materials from newspaper, magazines, flyers, advertisements, and so on,
7. Chinese Language -learning websites
8. Books on Chinese history, poetry, culture, legends, and arts.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview
Unit Title: School and Family
<p>Unit Summary:</p> <p>The objective of this unit is to learn about school subjects, systems, schedules, activities, and family related topics. Students will have an opportunity to explore a common school life for students in China and as well as learn about the traditional Chinese family including the Chinese view of education, after- school activities, foreign language learning experience, changes in the Chinese family, generation gaps, famous Chinese novelist and dramatist (LaoShe), etc. Students will exercise their language skills (speaking, listening, reading, writing) through the three modes of communication.</p>
Suggested Pacing: 3-4 weeks, 14-16 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are differences and similarities between school systems in China and the United States? • How will foreign language learning effect your career and life in the future? • What are differences and similarities in how parents express their love for their children between Chinese people and American people? • How is filial piety reflected in Chinese people 's lives?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Understand their own experiences and their own expectations regarding education. • Compare and contrast the educational systems and experiences in their own community and others. • Explore the changes in Chinese family culture as reflected in modern Chinese family life.
Evidence of Learning
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Families & Communities theme provided on the College Board AP Central website</p> <p>Summative Assessments:</p> <p>part 1 (60 points): (Multiple choices, free response of speaking & listening)</p> <p>part 2 (40 points): Write a letter/email to Wang Jiaming (your penpal in China)</p> <p>The letter/email should include the following:</p> <p>Topic 1: school system and school life</p>

- Introduce your school life (subjects, schedule, after school-activities, etc.) and ask about Wang Jiaming's school life.
- Introduce the school system in the U.S. and ask Wang Jiaming about the system in China.
- Provide your thoughts and opinions about the school system in the U.S. and ask him about his thoughts and opinions

Topic 2: generation gaps

- Tell Wang Jiaming details about the difficulties/differences due to the generation gap between you and your parents.
- Ask Wang Jiaming for advice about how to deal with this issue.
- Inquire of Wang Jiaming about his opinions and thoughts regarding filial to parents.

Graded using the AP Exam rubric for Interpersonal Writing

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Determine and categorize key words, phrases and sentences in order to engage orally and in written communication for expressing views on school life and educational systems.	<p>Content:</p> <p>Vocabulary for describing school subjects, daily schedule, and after-school activities</p> <p>Vocabulary used for describing foreign language learning experience</p> <p>vocabulary used in video clip https://www.youtube.com/watch?v=OCeuE1gRrI4</p> <p>Passive sentence (“被” 字句) and “把” sentence</p> <p>Conjunction words: (先, 然后, 最后) etc.</p> <p>Skills:</p> <p>Pull key information from informational texts or listening recordings</p> <p>Compare and contrast differences and similarities regarding school lives between China and United States</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Use provided words and sentence patterns to write a paragraph to describe one's own daily schedule, and provide comments for subjects or activities.</p> <p>Class discussion: Think-pair-share after watching a video clip and after reading a text</p> <p>Interview a classmate about their foreign language learning experience and expectations</p> <p>Fill out a summer camp application form with details</p> <p>Write(handwriting) a (at least) 300 characters essay to introduce one's own school life, compare and contrast differences and similarities between the educational systems in China and United States</p>	<p>7.1.AL.A.1</p> <p>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.AL.A.2</p> <p>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.</p> <p>7.1.AL.A.7</p> <p>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.4</p> <p>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.</p> <p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p> <p>7.1.AL.C.4</p> <p>Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p>	7 lessons
<p>Compare and contrast differences and similarities in the ways parents express love for their children between China people and American people</p> <p>Express views regarding the causes and solutions for the generation gap</p> <p>Conduct research using the internet for information about famous Chinese dramatist and novelist - LaoShe and his 《茶馆-Tea house》</p>	<p>Content:</p> <p>vocabulary for describing family relationship, generation gaps, education method, etc.</p> <p>Common expressions</p> <p>Laoshe 《茶馆》 https://www.youtube.com/watch?v=GM9OQazGXFI www.laosheteahouse.com</p> <p>孝行天下 https://www.youtube.com/watch?v=z6LVW1XF84g [SC13]</p> <p>Skills:</p> <p>Compare and contrast</p> <p>Conduct individual research using web sources.</p> <p>Engage in interpersonal and presentational</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Create a Venn diagram that compares and contrasts the differences and similarities regarding the ways parents express feelings towards their children between China people and American people.</p> <p>Write a one paragraph reflection paper to express own opinions about Chinese filial piety.</p> <p>Group work: compare and contrast a tea house vs. Starbucks and describe cultural nuances.</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	7 lessons

	communication (conversation) to present research.		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
Synthesize concepts from the unit	Content: Vocabulary and sentences of the unit Skills: Interpretive & interpersonal communication	Unit test: part 1: (Multiple choices, free response of speaking & listening) part 2: Write a letter/email on a computer.[SC 11 & SC20]		2 lessons

Unit 2 Overview
Unit Title: Food and Sports
Unit Summary: The focus for this unit is to talk about food and sports in a different culture. Students will have an opportunity to explore traditional Chinese food, diet habits, tea ceremony, as well as popular sports and famous athletes. Students will exercise their language skills (speaking, listening, reading, writing) through the three modes of communication.
Suggested Pacing: 3-4 weeks, 12-14 lessons
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> How are the Chinese perspectives reflected in the Chinese practice of cooking, dietary customs and table manners? How have changes in our society affected our diet and health? What is the meaning and significance of the old saying “天下功夫出少林”?
Unit Enduring Understandings: <ul style="list-style-type: none"> Chinese cuisine is unique and deeply rooted in culture Authentic Chinese food, dietary customs, and table manners differ greatly from American culture. China has it's own popular sports, especially Chinese “武术” and it's influence can be seen worldwide.
Evidence of Learning
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p>Summative Assessment:</p> <p>Unit test: part 1 (60 points): (Multiple choice, free response speaking & listening) part 2 (40points): Write an at least 400 characters essay to introduce what foods you like/dislike, compare and contrast different diet habits and table manners between Chinese culture and your own culture, provide your personal opinion regarding how the changes in our society affect our diet and health.</p> <p>The writing section will be graded using the AP Exam rubric</p> <p>Alternative assessments: Imagine being a journalist and write a brief article (200 words) in which you compare a traditional Western food/habit with a more well known area of Chinese excellence, stressing analogies and differences</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Determine and categorize key words, phrases and sentences in order to engage orally and in written communication to discuss and describe food, dietary habits, and health.	<p>Content:</p> <p>Vocabulary for describing food, diet habits, and health</p> <p>vocabulary used in https://www.youtube.com/watch?v=WRMT11sHiv8 (Tea ceremony) and https://www.youtube.com/watch?v=P4qWTIFqSYE (Eight cuisines)</p> <p>Skills:</p> <p>Pull key information from informational texts or video clips</p> <p>Compare and contrast differences and similarities regarding dietary customs, and table manners with those of student's own culture</p> <p>Summarize and discuss video clips in the target language.</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Class discussion: Think-pair-share after watching a video clip and after reading a text</p> <p>video project -- how to cook a Chinese dish, including ingredients, preparations, and procedures. (Find your partner and discuss what kind of dish you want to cook for the whole class; go to a market that sells Chinese ingredients so you can speak Chinese with the employees there. You need to communicate in Chinese only with your partner in the whole process of finding a recipe, shopping for ingredients, preparing for, and cooking the dish. Videotape the whole process and, at the end of the video, there should be step-by-step instructions with an actual demonstration in Chinese on how to make the dish. You also need to provide a recipe in Chinese characters for your classmates who want it.)</p>	<p>7.1.AL.A.1</p> <p>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.AL.A.2</p> <p>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.</p> <p>7.1.AL.A.7</p> <p>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.1 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.</p> <p>7.1.AL.B.4</p> <p>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.</p> <p>7.1.AL.C.4</p> <p>Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p>	5 lessons
<p>Understand and apply the words learned from this unit to discuss the sports-related content, especially some traditional Chinese sports, such as Kongfu and pingpang, and compare and contrast with traditional American sports.</p> <p>Express inquiry and explain reasons</p>	<p>Content:</p> <p>Vocabulary for describing sports, etc.</p> <p>Vocabulary from the video clip https://www.youtube.com/watch?v=GOZEwOm1OSo</p> <p>Vocabulary from articles “乒乓球与中美关系” “关于太极拳”</p> <p>Skills:</p> <p>Compare and contrast</p> <p>Interpersonal and presentational communication</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Class discussion: Think-pair-share after watching a video clip and after reading articles</p> <p>Write a one paragraph reflection paper to introduce what you learned about Li Lianjie and Chinese Kongfu.</p> <p>Interview classmates about sports -related questions, and report the results to the class (posters, PPT, video, etc.)-- provide rubric in advance</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	6 lessons

Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and grammar from the unit</p> <p>Skills:</p> <p>Interpretive & interpersonal communication</p>	<p>Unit test:</p> <p>part 1: (Multiple choice, free response speaking & listening)</p> <p>part 2: Write an at least 400 characters essay to introduce what foods you like/dislike, compare and contrast different diet habits and table manners between Chinese culture and own culture, provide personal opinion regarding how the changes in our society affect our diet and health.</p>	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	2 lessons
-----------------------------------	--	--	--	-----------

Unit 3 Overview	
Unit Title: Festivals and Customs	
Unit Summary: The focus for this unit is to learn about Chinese culture, values, and customs through festivals and celebrations. Students will study the roles and importance of various social activities about culture celebrations and practices. Students will exercise their language skills (speaking, listening, reading, writing) through the three modes of communication.	
Suggested Pacing: 3-4 weeks, 12-14 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> How do the traditional Chinese culture and customs reflect Chinese people's national characteristics and psychology? What are the influences of Eastern and Western festivals in modern society? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Apply the knowledge related to Chinese festivals and customs into interpersonal communication. Understand and interpret cultural differences in different countries. 	
Evidence of Learning	
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p>Summative Assessment: Unit test: part 1 (60 points): (Multiple choice, free response speaking & listening) part 2 (40points): Narrate a complete story about one of the Chinese legends based on a group of four pictures. The writing section will be graded using the AP Exam rubric</p> <p>Alternative assessments:</p> <ul style="list-style-type: none"> Write and role play an interview with a young native Chinese student about his/her country and customs. 	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Initiate and maintain conversations about the celebration of Chinese New Year.</p> <p>Discuss the meaning of perspectives, products, and practices of the major cultural celebrations.</p>	<p>Content:</p> <p>Vocabulary and sentences for describing festivals and customs for this unit.</p> <p>vocabulary used in https://www.youtube.com/watch?v=RbAoBafmHEg and https://www.youtube.com/watch?v=Bs5CWcd4JY8</p> <p>Selected folktales, legends, short stories, and songs about culture celebrations, practices, and perspectives</p> <p>Skills:</p> <p>Summarize and discuss video clips in the target language.</p> <p>Write complete sentences using new vocabulary and grammar structures</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Class discussion: Think-pair-share after watching video clips and reading folktales, legends, etc (include both orally and a written report)</p> <p>1 minute oral report: east-west cultural integration (digital recording)</p>	<p>7.1.AL.A.1</p> <p>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.AL.A.2</p> <p>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.</p> <p>7.1.AL.A.7</p> <p>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.1</p> <p>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.</p> <p>7.1.AL.B.3</p> <p>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>	5 lessons
<p>Compare, contrast, and report on Chinese cultural traditions and celebrations.</p> <p>Understand and interpret the cultural differences among different countries, including one's own.</p>	<p>Content:</p> <p>Vocabulary from the video clip https://www.youtube.com/watch?v=ZIE66BQB3UE https://www.youtube.com/watch?v=biA_ZYWncu4</p> <p>Legend “后羿射日” and “嫦娥奔月”</p> <p>song “但愿人长久” https://www.youtube.com/watch?v=qAZTSKsoLao</p> <p>Skills:</p> <p>Compare and contrast</p> <p>Interpersonal and presentational communication (pair & class discussion, oral presentation)</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Class discussion: Think-pair-share after watching a video clip and after reading articles.</p> <p>Make a Venn diagram showing the similarities and differences between Moon Festival and Thanksgiving.</p> <p>Project - Major Chinese holidays: the project is to choose a holiday (choose from: New Year, Lantern Festival, Qingming Festival, and Dragon Boat Festival) and do research on it's “When”, “how”, “what”, and “why”. You need to compare this festival to a similar one in your own culture..You may make a powerpoint, poster, or video to present in class. Perform the song “但愿人长久”</p> <p>Make a Chinese rice cake“粽子”</p>	<p>7.1.AL.B.4</p> <p>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.</p> <p>7.1.AL.C.4</p> <p>Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	7 lessons

Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and grammar from the unit</p> <p>Skills:</p> <p>Interpretive & interpersonal communication</p>	<p>Unit test:</p> <p>part 1: (Multiple choice, free response speaking & listening)</p> <p>part 2: Narrate a complete story about one of the Chinese legends based on a group of four pictures.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2 lessons
-----------------------------------	--	--	---	-----------

Unit 4 Overview

Unit Title: Travel and society

Unit Summary:

The goal for this unit is to talk about geographic features, governing units, population, lifestyle, ethnicities, environmental issues, and climate in major cities of China. Students will reflect on their knowledge of U.S. geography and compare that with the information they learn about Chinese geography. Students will learn to ask directions, study administrative systems, explore famous scenic and historic tourist sites, develop travel plans, familiarize themselves with types of residences in China, and deepen their understanding of their own culture and others by comparison. Students will exercise their language skills (speaking, listening, reading, writing) through the three modes of communication.

Suggested Pacing: 3-4 weeks, 17-19 lessons

Learning Targets

Unit Essential Questions:

- How does the experience of visiting a major city contribute to a person's perspective and appreciation of culture?
- How has travel changed throughout history and the way we live?
- What is the clash of eastern and western family values?
- What can we do to protect our environments?

Unit Enduring Understandings:

- Understand geography and climates in different parts of China.
- Understand administrative systems and types of residences in China.
- We need to protect the environment and try to find solutions for solving the problems of pollution.
- China is a major tourist destination and the cities hold great historical significance.

Evidence of Learning

Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website

Summative Assessment:

Unit test:

part 1 (60 points): (Multiple choice, free response speaking & listening)

part 2 (40points): Read an email from a friend and write a response (type on the computer).

You should write in as complete and culturally appropriate a manner as possible, taking into account the purpose of the email and the person to whom you are writing.

The writing portion will be graded using the AP Exam rubric

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Discuss the key geographic features and climates in China.</p> <p>Summarize the comparison of U.S. and China in terms of geography, climate, size, population, etc.</p>	<p>Content:</p> <p>Vocabulary and sentences for describing geography and climates for this unit.</p> <p>Maps of China and U.S.</p> <p>vocabulary from video: https://www.youtube.com/watch?v=SHm-TDZggCc https://www.youtube.com/watch?v=5GY-uLtkxQA (苍穹之下)</p> <p>Skills:</p> <p>Name the cardinal points and the directions needed when reading an authentic Chinese map</p> <p>Identify the main geographic features of China, such as mountains, rivers, plains, etc.</p> <p>Compare and contrast U.S. and China about size, climate, rivers, deserts, populations, etc.</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Label major rivers, mountains, plains, seas in Chinese</p> <p>Class discussion: Think-pair-share after watching video clips</p> <p>Peer evaluation on listening and speaking</p> <p>Narration (orally and written)</p>	<p>7.1.AL.A.1</p> <p>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.AL.A.7</p> <p>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.4</p> <p>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.</p> <p>7.1.AL.C.2</p> <p>Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>7.1.AL.C.4</p> <p>Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p>	5 lessons
<p>Identify Seven Great Ancient capitals of China and administrative systems in current China.</p> <p>Compare administrative systems in U.S. and China.</p>	<p>Content:</p> <p>Vocabulary from the video clips: https://www.youtube.com/watch?v=C6toeiDisHY</p> <p>Maps of China and U.S.</p> <p>Skills:</p> <p>Comparison</p> <p>Interpersonal and presentational communication (pair & class discussion, oral presentation)</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Label major cities</p> <p>Class discussion: Think-pair-share after watching a video clip.</p> <p>Write a one paragraph abstract to compare two different systems in China and U.S.</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p>	2 lessons
<p>Obtain and provide information about the social and historical significance of some Chinese cities.</p> <p>Discuss factors that may help to determine the selection of tourist destinations when</p>	<p>Content:</p> <p>Vocabulary of travel, weather, transportation, environment.</p> <p>Map of China</p> <p>Authentic travel website and brochures</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Class discussion: Think-pair-share after watching a video clip.</p> <p>Brief oral presentation on one major Chinese city you wish to visit. (Four minutes</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	5 lessons

planning a trip, such as: weather, cost, environment, etc.	https://www.cntripdeals.com/ and https://www.youtube.com/watch?v=ouaeIMmrMT0	to prepare and 2 minutes to record) Fill out application form for applying for a Chinese visa Create own travel booklet.	
Understand East-West cultural conflict and reflect on Chinese movie 《推手》 Express regret	Content: movie 《推手》 Skills: Compare different types of residences in China and in one's own country Summarize main content, characters, and reflect on Chinese movie Interpersonal and presentational communication (pair & class discussion, oral presentation)	Write a reflective essay on movie 《推手》	4 lessons
Synthesize concepts from the unit	Content: Vocabulary and sentences of the unit Skills: Interpretive & interpersonal communication	Unit test: part 1: (Multiple choice, free response speaking & listening) part 2: reply to an email	2 lessons

Unit 5 Overview	
Unit Title: Famous People and History	
Unit Summary: The objective of this unit is to examine the role and significance of the contributions of Chinese culture in today's world. Students will study major Chinese contributions and historical figures and discuss what makes a person famous. Besides the basic personal facts, students will also learn categories of inventions and trading (Silk Road) , etc. Students will exercise their language skills (speaking, listening, reading, writing) through the three modes of communication.	
Suggested Pacing: 3-4 weeks, 12-14 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the core idea of Confucianism? • What is the impact of Confucianism on Chinese culture and history? • What are the contributions of China's four great inventions to the world ? • What is the connection between economy and culture in international trading? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Confucius and his teachings hold great significance in Chinese culture and history 	
Evidence of Learning	
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p>Summative Assessment:</p> <p>part 1 (60 points): (Multiple choice, free response speaking & listening)</p> <p>part 2 (40 points): oral presentation about Confucius and Confucianism (4 minutes to prepare and 2 minutes to record)</p> <p>At a minimum, the presentation should include:</p> <p>Who Confucius is, what his contributions are, the core ideas of Confucianism and its' positive and negative impacts on Chinese culture and history.</p> <p>Graded using the AP Exam rubric for presentational speaking</p>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Understand Confucius and the core ideas of Confucianism.</p> <p>Make inferences about well-known people in China and find out why they are significant in the Chinese culture and history and/or world. Compare famous Chinese people to people whom students are familiar with.</p>	<p>Content:</p> <p>Vocabulary for expressing dynasties https://www.youtube.com/watch?v=kJhLtX3c22I (歌曲)</p> <p>Vocabulary for talking about Confucianism.</p> <p>Information used in authentic written material from website: http://www.chinakongzi.org/17zt/kzwhhg/lphg/zgwy/201008/t20100812_5762833.htm and video clips https://www.youtube.com/watch?v=Vr-X1E8QtA&index=4&list=PLJjoV9kZWjkDewYyclBeikxaHHkkv3-Fn (孔子)</p> <p>https://www.youtube.com/watch?v=-Eod1ELWBNc (中山陵)</p> <p>Skills:</p> <p>Pull key information from informational texts</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p> <p>Conduct individual research using web sources.</p> <p>Interpersonal and presentational communication (pair & class discussion, oral presentation)</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Class discussion: Think-pair-share after watching a video clip and after reading a text.</p> <p>List dynasties of China.</p> <p>Write a 500 characters essay to introduce one person who is admirable from your own country and explain why. Compare with one famous Chinese person as well.</p> <p>Recite 2-3 famous quotations from 《论语》, understand the meanings, and use them appropriately in both oral and written format.</p>	<p>7.1.AL.A.2</p> <p>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.</p> <p>7.1.AL.A.4</p> <p>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.</p> <p>7.1.AL.A.7</p> <p>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.4</p> <p>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.</p> <p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	6 lessons
<p>Obtain knowledge of The Great Four inventions and understand the role "Silk Road" played in east-west culture and economic exchange.</p>	<p>Content:</p> <p>vocabulary for expressing places, tradings, etc.</p> <p>Authentic Written materials about The Great Four inventions from book 《中国的历史文化》</p> <p>Skills:</p> <p>Conduct individual research using web sources.</p>	<p>Vocabulary quiz;</p> <p>Listening and speaking quiz -- students will answer 6 series of questions that relate to "silk road"; each question has 20 seconds to answer.</p>	<p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	4 lessons

	Engage in interpersonal and presentational communication (conversation) to present research.			
Synthesize concepts from the unit	Content: Vocabulary and sentences of the unit Skills: Interpretive & interpersonal communication	Unit test: part 1: (Multiple choice, free response speaking & listening) part 2: 2 minutes oral presentation about Confucius and Confucianism (who is Confucius, what is his contribution, what is core idea of Confucianism and its positive and negative impact to Chinese culture and history, etc.)		2 lessons

Unit 6 Overview

Unit Title: Literature and Arts

Unit Summary:

The focus of this unit is to deepen students' appreciation and understanding of the Chinese language and culture through various avenues such as novels, poetry, idioms, folk arts, paintings, Beijing Opera, popular music, traditional instruments, etc. Students will experience and analyze expressive products of Chinese literature and arts. Students will exercise their language skills (speaking, listening, reading, writing) through the three modes of communication.

Suggested Pacing: 3-4 weeks, 12-14 lessons

Learning Targets

Unit Essential Questions:

- What is the position of Chinese literature in the world literature history?
- How do the arts and music impact the lifestyles of Chinese people?
- What can we learn through literature and arts?

Unit Enduring Understandings:

- Chinese literature and arts have unique features and hold strong historical and cultural significance
- Describe the process of creating a Chinese art form, such as: lantern, kite, paper cutting, Tang poem

Evidence of Learning

Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website

Summative Assessment:

part 1 (60 points): (Multiple choice, free response speaking & listening)

part 2 (40 points): oral presentation (recording) - 4 minutes to prepare and 2 minutes to present (record using digital recorders)

Introduce one artist or musician, or introduce one of four classical novels.

Graded using the AP Exam rubric for presentational speaking

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Analyze and discuss ideas and concepts by reading selected authentic materials, such as poetry, idioms, novels, etc.</p> <p>Describe problems and seek others advice or opinions.</p>	<p>Content:</p> <p>Vocabulary for introducing four great classical novels and describing battle.</p> <p>https://www.youtube.com/watch?v=oIMNJ4X367U (四大名著)</p> <p>Some poems from Tang Dynasty, such as 静夜思, 咏鹅, 等等</p> <p>video clips and reading texts about idiom stories, such as : 狐假虎威, 半途而废, 亡羊补牢, 自相矛盾, 盲人摸象, 等等</p> <p>Youtube series video clips for idiom stories.</p> <p>Skills:</p> <p>Interpretive strategies training-ability to infer and interpret the author's intent.</p> <p>Summarize main ideas and concepts</p> <p>Retell and rewrite idiom stories</p> <p>Interpersonal and presentational communication (pair & class discussion, oral presentation)</p>	<p>Quizzes (Vocabulary, listening, speaking,etc.)</p> <p>Class discussion: Think-pair-share after watching a video clip and after reading a text.</p> <p>Jigsaw: Divide class into 4 groups to read authentic excerpts of novel (one group read one novel) and summarize, answer teacher-made questions from reading, and then meet in jigsaw format with members from other groups, sharing the content of their reading.</p> <p>Recite 2- 3 famous Chinese poems, understand the meaning and use some famous quotes orally or in written form correctly.</p> <p>Narrate a idiom story by following 4 group of pictures.</p>	<p>7.1.AL.A.7</p> <p>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B. 3</p> <p>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.B.4</p> <p>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.</p> <p>7.1.AL.A.2</p> <p>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.</p> <p>7.1.AL.C.3</p> <p>Use language creatively in writing for personal, career, or academic purposes.</p> <p>7.1.AL.C.5</p> <p>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.</p>	7 lessons
<p>Present information about Chinese arts and music, and compare with own culture.</p>	<p>Content:</p> <p>Vocabulary for describing music, instruments, arts, etc.</p> <p>Chinese painting from 张大千, 齐白石, 等.</p> <p>Skills:</p> <p>Conduct individual research using web sources.</p> <p>Description, explanation, narration, analysis, comparison</p> <p>Engage in interpersonal and presentational communication (conversation) to present research.</p>	<p>Quizzes (Vocabulary, listening, speaking,etc.)</p> <p>Write a research paper for one artist or musician, introduce his/her works, and compare with others from own nation</p> <p>Make a lantern</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p>	5 lessons

Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and sentences of the unit</p> <p>Skills:</p> <p>Interpretive & interpersonal communication</p>	<p>Unit test:</p> <p>part 1: (Multiple choice, free response speaking & listening)</p> <p>part 2: Describe one Chinese painting provided (artist, color, style, subjects, theme, etc.)</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2 lessons
-----------------------------------	--	--	---	-----------