



West Windsor-Plainsboro Regional School District

AP Chinese Language and Culture

**Unit 1: Families in Different Societies**

**Content Area: World Language**

**Course & Grade Level: AP Chinese, 9-12**

**Summary and Rationale**

Family does play an important role in shaping our values and beliefs. Family values serve as the core of what family members do with the opinions they have. Values give families an outlook on life, a way to view the world and their situation as well as an identity. Values can also have a great impact on relationships and influence judgments, behaviors, and parenting styles. As a high school student in today's world, I am developing my identity. This unit will provide an opportunity for high school students to discuss how my family, my community, my education and my environment shape my present and my future.

**Recommended Pacing**

30 days

**New Jersey Student Learning Standards for World Language**

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Standard: Interpretive Mode**

**Interpretive Mode of Communication Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.**

**Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand A</b>	<b>Interpretive Mode</b>
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
<b>Standard: Interpersonal Mode</b>	
<p><b>Interpersonal Mode of Communication Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.</b></p> <p><b>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
<b>Standard: Presentational Mode</b>	
<p><b>Presentational Mode of Communication Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and facts, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.</b></p> <p><b>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

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7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
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NJSLSA.R4.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Families have an impact on national and ethnic identities, personal interests, self-image and the role of the individual in society</li> <li>Family structure, lifestyles, education and economic trends, communities, social networking, human geography, social customs, traditions and values play a major role in our identities.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>What constitutes a family in Chinese-speaking societies?</li> <li>What are some important aspects of family values and family life in Chinese-speaking societies?</li> </ul>	

- What challenges do families face in today's world?

### Objectives

#### Students will know:

- How to use vocabulary related to Chinese family structures, Chinese values and traditions, etc.
- How to use idioms and proverbs
- The Ancient China's major philosophers and Confucious' influence on Chinese lifestyles
- The main concept of traditional Chinese family values (respect for the elderly 敬老尊贤).
- How to use vocabulary words to describe the characteristics of Chinese quadrangles house 四合院.
- How to express personal preferences and/or opinions with supporting details
- How to give suggestions on writing an email response

#### Students will be able to:

- Identify some of the traditional Chinese values
- Identify the importance of the environment in shaping a community
- Describe the differences and similarities between the traditional Chinese family values with their own family values in other culture communities
- Talk about the concepts and characteristics of Chinese quadrangles, and how the ancient roof slopes in traditional Chinese architecture reflect snowfall patterns over a millennium.
- Discuss the impact of culture in educational systems
- Discuss the challenges faced by families such as access to education and jobs
- Compare and contrast the Chinese-speaking societies with their own community
- Compare and contrast some traditional Chinese family concepts and values with the ones in other cultural communities. (e.g. 百善孝为先、啃老族、月光族、五伦关系、养子不教父之过、一日为师终身为父 )
- Compare and contrast how family values shape their identity and their community

### Evidence of Learning

#### Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

### Resources

#### Suggested Resources:

- <https://apclassroom.collegeboard.org/>
- AP Chinese Barron's Book
- Online Resources: authentic videos and online textual resources such as the story of Michelle Kwan, etc.
- Teacher Created Materials

## Unit 2: The Influence of Language and Culture on Identity

**Content Area: World Language**

**Course & Grade Level: AP Chinese, 9-12**

### Summary and Rationale

Language is intrinsically related to culture. It performs the social function of communication of the group values, beliefs and customs. Even though language is a tool of communication and understanding, it is also used to convey culture, identity and family ties. This unit guides students to have a better understanding of a few aspects of personal and public identity by analyzing the influences that language and culture have on forming one's identity. In this unit, high school students will also have a better understanding on how language and culture influence their identities.

### Recommended Pacing

30 days

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<b>Interdisciplinary Standards: Social Studies</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6/.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Language, culture, national and ethnic identities have great influence in the development of one’s personal identity</li> <li>● The developments in science and technology have an impact on language and the ways we communicate and how we see ourselves.</li> <li>● The journey of self discovery and understanding is a lifelong adventure. Each person's personal identity can change over time.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does one’s identity evolve over time?</li> <li>● How does language shape our cultural identity?</li> <li>● How does technology influence the development of personal and public identity?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● The diversity in oral language</li> <li>● The characteristics of Chinese language, Chinese characters and the evolution of Chinese characters.</li> <li>● The differences between written Chinese language (shumian yu 书面语: formal written language) and oral language (informal language in daily conversation)</li> </ul>	



- How to use some oral language in different regions in Chinese speaking societies
- How to identify the differences between simplified characters and traditional characters.
- How to use the vocabulary related to written Chinese language and oral Chinese language
- The history of Paper Making: Paper-making, one of the Four Great Inventions of China, was invented in the Western Han Dynasty (202 BC - 9 AD) and improved in the Eastern Han Dynasty (25 -220 AD). In particular, the paper-making technique improved by Cai Lun (also known as Cai Hou Paper 蔡侯纸) brought a revolution in writing.

**Students will be able to:**

- Identify cultural differences such as levels of politeness, formal and informal language, and gestures
- Interpret basic Shumian Yu (written language) used in announcements
- Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations.
- Express preferences and opinions with supporting details
- Express a wide range of emotions and feelings.
- Interpret the brief information of paper-making.
- Discuss the impact of how social media in shaping personal and public identity

**Evidence of Learning**

**Assessment**

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**Resources**

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**Unit 3: Influences of Beauty and Art**

**Content Area: World Language**

**Course & Grade Level: AP Chinese, 9-12**

**Summary and Rationale**

Art influences society by changing opinions, instilling values, and translating experiences across space and time. Research has shown art affects the fundamental sense of self. Painting, sculpture, music, literature and the other arts are often considered to be the repository of a society's collective memory. Art is genuinely a gift to the world. It's what we crave in the human experience. Art gives meaning to our lives and helps us understand our world. As a teen in today's world, I am developing my identity. In this unit, high school students will have a better understanding of how art can improve our quality of life, and how the arts and our society's ideal standards of beauty shape the present and the future.

**Recommended Pacing**

30 days

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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The arts and the perceptions of beauty and creativity in society play a major role in shaping one’s identity.</li> <li>● Art is an essential part of our culture because it allows us to have a deeper understanding of our emotions.</li> <li>● Art increases our self-awareness, and also allows us to be open to new ideas and experiences.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do ideals of beauty and aesthetics influence daily life?</li> <li>● How does art both challenge and reflect cultural perspectives?</li> <li>● How do communities value beauty and art?</li> <li>● How is art used to record history?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	

- How to use vocabulary related to the arts, emotions, artists, etc.
- How to use adjectives and idioms/proverbs to describe artistic manifestations and artworks
- How to express emotions such as frustrations, lonely, peaceful, tranquil, hope for, expect, long for, space, etc.
- How to describe how, when, why, what and/or where about the artist and the characteristics of the artist's artworks

**Students will be able to:**

- Discuss the cultural aspects that influence the perception of beauty
- Describe, express opinions, and react to art at a community arts event.
- Describe personal preferences/opinions on the art forms/artworks.
- Compare and contrast the differences and similarities with two artists and their artworks with supporting details
- Reflect on the connection between fashion and personal attitudes and values
- Give examples of how creativity is manifested in our daily lives

**Evidence of Learning**

**Assessment**

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

**Resources**

**Suggested Resources:**

- <https://apclassroom.collegeboard.org/>
- AP Chinese Barron's Book
- Online Resources: authentic videos and online textual resources such as Chinese paintings, Chinese artists, Chinese calligraphy, Chinese folk arts, Chinese performing arts, Chinese music, etc.
- Teacher Created Materials

**Unit 4: How Science and Technology Affect Our Lives**

**Content Area: World Language**

**Course & Grade Level: AP Chinese, 9-12**

**Summary and Rationale**

Science and technology have facilitated human life and made us feel comfortable and enabled us to live in a modern way of life. With the help of things like microwaves, fans, smartphones, cars, etc., science and technology have made cooking, sleeping, communicating and transportation easier and faster. As teens in today’s world, they are developing their identities. In this unit, high school students will have a better understanding of how science and technology shape their present and their future.

**Recommended Pacing**

30 days

**New Jersey Student Learning Standards for World Language**

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Standard: Interpretive Mode**

**Interpretive Mode of Communication Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.**

**Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand A</b>	<b>Interpretive Mode</b>
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author’s purpose and tone, inferences.
7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
<p><b>Standard: Interpersonal Mode</b></p> <p>Interpersonal Mode of Communication Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.</p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
<p><b>Standard: Presentational Mode</b></p> <p><b>Presentational Mode of Communication Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.</b></p> <p><b>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R4.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6/.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Science and technology have a huge influence on who they are, their health, their morals and their natural environment.</li> <li>● Science and technology create new ways for us to connect with others in the world.</li> <li>● Science and technology have an impact on our personal and public identities.</li> <li>● Technology affects society and our quality of life.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What factors drive innovation and discovery in the fields of science and technology?</li> <li>● How important is the role of ethics in scientific advancement?</li> <li>● How do scientific and technological developments impact our lives?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● How to use vocabulary to describe something about past, present and future</li> <li>● How to use vocabulary related to science and the technological developments</li> </ul>	



- How to use vocabulary to describe the impact of science and technology on society and on the quality of our daily lives
- How to use vocabulary words to make predictions and speculate

**Students will be able to:**

- Identify and describe how the developments in science can both create and resolve challenges in contemporary society.
- Discuss how technology has changed on the ways to connect with others in the world
- Reflect on the impact of technology on our health
- talk about the moral dilemmas that accompany scientific and technological development
- Compare and contrast the use of technology in different cultures
- Analyze the effects of new technology on the environment

**Evidence of Learning**

**Assessment**

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

**Resources**

**Suggested Resources:**

- <https://apclassroom.collegeboard.org/>
- AP Chinese Barron's Book
- Online Resources: authentic videos and online textual resources
- Teacher Created Materials

## Unit 5: Factors That Impact Our Quality of Life

**Content Area: World Language**

**Course & Grade Level: AP Chinese, 9-12**

### Summary and Rationale

As a teens in today's world, I am developing my identity. How do education and careers, leisure activities, personal relationships, lifestyles and cultural traditions shape my present and their future.

### Recommended Pacing

30 days

### New Jersey Student Learning Standards for World Language

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **Standard: Interpretive Mode**

**Interpretive Mode of Communication Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.**

**Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.**

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand A</b>	<b>Interpretive Mode</b>
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
<b>Standard: Interpersonal Mode</b>	
<p><b>Interpersonal Mode of Communication Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.</b></p> <p><b>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
<b>Standard: Presentational Mode</b>	
<p><b>Presentational Mode of Communication Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and facts, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.</b></p> <p><b>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R4.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6/.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Education, leisure activities, cultural traditions and personal relationships impact our quality of life.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do individuals and societies define quality of life?</li> <li>● How do cultural products, practice, and perspectives influence the quality of life?</li> <li>● How do geography and living environment influence the quality of life?</li> <li>● What are the challenges of contemporary life?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● How to use vocabulary words to describe the past, present and future about the factors that impact on the quality of our daily life</li> <li>● How to use vocabulary words to describe the educational systems and the main concept of traditional Chinese medicine in Chinese-speaking societies</li> <li>● How to use vocabulary words to describe health care and cultural traditions such as holiday and celebrations, cultural taboos, etc.</li> </ul>	

**Students will be able to:**

- Describe our school today can prepare students for the challenges and opportunities for the future
- Write an email response about providing solutions about environmental issues
- Talk about the benefits of travelling to know different cultures and different people in the world
- Give examples of how the different stages of life define our relationships
- Discuss, analyze and summarize the importance of social, health care, cultural, and economic aspects in one's lifestyle

**Evidence of Learning****Assessment**

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

**Resources****Suggested Resources:**

- <https://apclassroom.collegeboard.org/>
- AP Chinese Barron's Book
- Online Resources: authentic videos and online textual resources
- Teacher Created Materials

**Unit 6: Environmental, Political, and Societal Challenges**

**Content Area: World Language**

**Course & Grade Level: AP Chinese, 9-12**

**Summary and Rationale**

As a teen in today's world I am developing my identity. How do current social, political and environmental challenges shape my present and my future?

**Recommended Pacing**

30 days

**New Jersey Student Learning Standards for World Language**

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Standard: Interpretive Mode**

**Interpretive Mode of Communication Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.**

**Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand A</b>	<b>Interpretive Mode</b>
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
<b>Standard: Interpersonal Mode</b>	
<p><b>Interpersonal Mode of Communication Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.</b></p> <p><b>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
<b>Standard: Presentational Mode</b>	
<p><b>Presentational Mode of Communication Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.</b></p> <p><b>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one’s own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R4.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.12.HistoryCA.1 4.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.1 4.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Environmental, political, and societal developments pose challenges to the world.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do environmental, political, and societal challenges positively and negatively impact communities?</li> <li>How were those global challenges created?</li> <li>How can individuals find possible solutions for those global challenges?</li> <li>How can individuals positively and negatively influence the world?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>How to use vocabulary related to global challenges</li> <li>How to use vocabulary to describe the environmental issues and protecting pandas</li> <li>How to use vocabulary to give suggestions and possible solutions about the global challenges</li> <li>How to use vocabulary to describe the impact of environmental, political and societal developments on communities</li> </ul>	
<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and discuss how the environmental issues affect animals/the endangered species</li> </ul>	



- Talk about the global challenges caused by the changes in human population and possible solutions
- Give examples of how the government and individuals can contribute to the social welfare in communities
- Reflect on the impact of environmental issues on our health
- Reflect on the connection between human activities and the environment
- Identify some charitable organizations

### Evidence of Learning

#### Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

### Resources

#### Suggested Resources:

- <https://apclassroom.collegeboard.org/>
- AP Chinese Barron's Book
- Online Resources: authentic videos and online textual resources
- Teacher Created Materials