Naperville North High School AP Chinese Syllabus 2024/2025

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District Mission	To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.
Department Mission	To enable students to communicate effectively in the target language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to be college-, career-, and world-ready.
Course Description	AP Chinese Language & Culture is a weighted course. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiency across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. This course focuses on language proficiency while interweaving level- and age-appropriate cultural content throughout the course and providing for frequent formative assessment of students' developing proficiencies within the context of their learning. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.
Course Textbook & Resources	- Canvas: Daily Agenda, Course Materials - Chaoyue: Advancing in Chinese & Workbook - Course packets
Units of Study:	*1st Semester* Unit 1: Teenage Life Unit 2: Friends and Family Unit 3: Careers and Hobbies *2nd Semester* Unit 4: Cultural Awareness and Appreciation Unit 5: The Global Community Unit 6: Man and Nature
Course Standards & Weights	Throughout the course, students are expected to demonstrate their Chinese proficiency by accomplishing the following communicative tasks. Interpersonal Communicative Mode: Listening, Speaking, Reading, Writing ✓ Interact in the target language (spoken and written) in a variety of personal, social and cultural contexts. ✓ Respond to target language (spoken and written) in a variety of personal, social and cultural contexts. ✓ Demonstrate understanding of culture(s) studied. Interpretive Communicative Mode: Listening, Reading, Viewing ✓ Interpret and/or comprehend spoken target language in a variety of contexts. ✓ Interpret and/or comprehend texts in the target language in a variety of contexts. Presentational Communicative Mode: Speaking, Writing, Showing ✓ Present information, concepts and ideas in the target language for a variety of purposes to different audiences. ✓ Present information applying critical thinking skills (synthesize, summarize, compare and contrast, etc.,). *The standards are not weighted within Practice, Evidence, or Final Exam gradebook categories.*
AAPPL Proficiency Exam	As part of this course, students will take a language proficiency exam called AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages). This exam will be given during the second semester and will provide valuable information on students' overall progress in Chinese. In AP Chinese, students will take the Interpretive Listening & Reading, the Interpersonal Listening and Speaking and the Presentational Writing portions of Form B of the exam. Please see the link for the ideal proficiency target for AP Chinese.
Grade Calculation Definitions	Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning: 1. **Evidence of Learning**: Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: ☐ Listening & reading comprehension ☐ Email response, Returning a phone call ☐ Story narration, essay writing, video 2. **Practice**: Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: ☐ Individual work: listening, recording, reading and writing activities ☐ Pair work: information gap, interview, Q & A, pair critique/teaching ☐ Group work: brainstorming, discussion, project/skit/presentation, puzzle, story-telling relay
Grading Disbursement	Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade. A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0% Semester Grade: • Coursework = 85% (Evidence of Learning = 90%, Practice= 10%) • Final Exam = 15% *Final Exam Format: multiple parts involving different communicative tasks as listed in the Course Standards above*
Grading Practices	Grades communicate each student's progress toward mastery of goals/standards for the course. • Infinite Campus Symbols/Comments: ◦ A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.

	○ Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
	○ A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.
	● Late Work:
	  ○ Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
	  ○ Practice Work is not accepted for credit after the due date.
	3. Other:
	  ○ No extra credit will be issued.

D203 AI Belief Statement	At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.
Academic Integrity Code	District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles. Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations. ==The use of translating devices and/or direct translation from a native speaker or tutor is strictly forbidden.== You must do your own work. Remember: There is a significant difference between getting help and having something or someone else do your work for you. There are consequences both academic and non-academic for students who do not adhere to this policy. All District and school academic integrity policies apply to this course. Violations will be tracked and added during your time at NNHS.
Reassessment Policy	The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%. ● Practice work is not eligible for reassessment. ● Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility: <table><tr><td>☐ The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.</td><td>☐ There was timely and consistent completion of practice work and formative assessments. ☐ A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. ☐ Summative assessment score is below 85%.</td></tr><tr><td>Not eligible for reassessment</td><td>Eligible for reassessment if all three statements above are true.</td></tr></table> Reassessment Parameters: ● The reassessment opportunity will require designated learning experiences that demonstrate readiness as assigned by the teacher. ● Reassessments MUST be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment. ● The final reassessment score will be capped at 85%.
Student Communication	● You are encouraged to speak directly with your teacher regarding questions. ● Teachers make every effort to respond to emails within 24 hours during the workweek.
Additional Resources for Support	● You can make an appointment with your teacher should you need additional instruction or support in learning material. ● You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

Parents or Guardians Partnership	Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.
	
	Some ways parents/guardians can support their student's learning are:
	● Actively check Infinite Campus for their student's grades.
	  ○ Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
	  ○ Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
	● Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.
	● Teachers make every effort to respond to parent emails and phone calls within 24 hours during the work week.
	● The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.