SYLLABUS DEVELOPMENT GUIDE

AP® Chinese Language and Culture

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The teacher uses Chinese almost exclusively in class and encourages students to do likewise.	*See page:* 3
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts.	*See page:* 4
CR3	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	*See page:* 6
CR4	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)	*See page:* 7
CR5	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Speak and write in interpersonal and presentational contexts, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	*See page:* 8
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	*See page:* 9
CR7	The course prepares students to use Chinese in real-life situations.	*See page:* 10
CR8	The course provides students with opportunities to develop skills in handwriting Chinese characters and using a selected writing system (simplified or traditional characters) consistently in their writing.	*See page:* 11
CR9	The course provides students with opportunities to develop keyboarding skills in Pinyin or Bopomofo.	*See page:* 12
CR10	The course dedicates time and support to help students build analytical, research, presentation, and interpersonal skills necessary to complete the course project.	*See page:* 13

Curricular Requirement 1

The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

Required Evidence

- ☐ The syllabus must explicitly state that the course is conducted almost exclusively in Chinese.

Samples of Evidence

1. The syllabus states that "All communication in the AP® Chinese Language and Culture class is conducted in Chinese, and class participation grades reflect the requirement that students use Chinese almost exclusively in the classroom."

2. The syllabus states that Chinese is exclusively used by the teacher and students except for instances when there is a need for explanation in English. For example, English may be used when complex instructions or grading expectations for an assignment or project need to be communicated.

3. The syllabus states that the teacher and students speak Chinese almost exclusively in class, thereby creating an immersion environment together.

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Curricular Requirement 2

The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts.

Required Evidence

- ☐ The syllabus must explicitly list the six required course units and describe one or more sample activities and authentic sources per unit.

Clarifying Terms

Course Units: A thematic organizing approach integrating language, interdisciplinary content, and culture that provides context and structure for students to develop their skills in the modes of communication. AP Classroom resources, including the Unit Guides, Personal Progress Checks, etc., are designed around the six thematic units.

While use of the course units is required, the recommended instructional contexts are only suggestions. Teachers are encouraged to make the course their own as they choose content for each unit.

Samples of Evidence

1. The syllabus explicitly lists the six required units and explains how each one is specifically developed by detailing activities and the authentic resources used for each unit's theme. For example:
    - Group activities exploring generational differences through literary texts and films. (Families and Communities)
    - Class research about local traditional festivities using videos and articles. (Language and Culture)
    - Student presentations about the incorporation of traditional indigenous Chinese motifs in contemporary fashion. (Art and Creativity)
    - Debates on the social impact of new communication technologies and social media based on current news sources. (Science and Technology)
    - Writing assignments on health and well-being based on a variety of audio and print sources. (Contemporary Life)
    - Student-focused discussions about a specific aspect of Chinese history based on a documentary film. (Global Contexts)

2. The syllabus includes the following units which are organized to integrate language, content and culture. At least one activity and authentic source must be included in each unit.

    Unit 1: Families and Communities

    Using sources such as survey reports and news articles, students explore Chinese family structure, compare social customs, and investigate how Chinese society uses social networks to build inner circles.

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Unit 2: Language and Culture

Students research past and current Chinese celebrations using a variety of Chinese websites, advertisements, and brochures for cultural events.

Unit 3: Art and Creativity

Students will become familiar with traditional and contemporary Chinese art and explore how Chinese values are reflected in both.

Unit 4: Science and Technology

Students read a variety of journalistic articles to explore the effects of technology on students in their daily lives as well as on society and respond to questions in writing such as: How has technology improved or impaired modern life?

Unit 5: Contemporary Life

Students research the type of education needed to pursue their career path both in their home country and in China. How can they prepare to build the multilingual skills necessary to flourish in the 21st century? Facilitate teacher-led discussion using articles referencing 21st century skills.

Unit 6: Global Contexts

Students explore how current global events have changed different aspects of life and create a video presentation about their findings.

3. **Unit 1 Families and Communities:** Students watch Chinese television shows and listen to podcasts about Chinese families. They then discuss what they have learned about family life in China and compare it to family life in their own community.

   Unit 2 Language and Culture: Students use maps, public opinion surveys, and a variety of expository texts to prepare for an in-class discussion on customs and celebrations in various Chinese-speaking communities.

   Unit 3 Art and Creativity: In small groups, students analyze a mural and then discuss how murals are used to portray community scenes and to capture community values.

   Unit 4 Science and Technology: Students listen to news reports on the internet about scientific advances in a Chinese-speaking region. Based on what they learn, students then try to predict, orally or in writing, the direction of future scientific advances.

   Unit 5 Contemporary Life: Students write short responses to questions related to the impact education has on career choices using audiovisual and print sources that address this topic.

   Unit 6 Global Contexts: Students discuss approaches to changes in transportation in response to a podcast on innovations in transportation in China.

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Curricular Requirement 3

Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.

Required Evidence

☐ The syllabus includes at least one example of authentic materials from each of the following types of sources:

1. Audio (e.g., podcasts, radio programs, audiobooks)
2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
3. Audiovisual (e.g., music videos, films, video clips, TV shows)
4. Written/Print Literary (e.g., plays, short stories, poems)
5. Written/Print Non-Literary (e.g., newspapers, magazines, blogs).

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Authentic Materials: Materials in the target language not originally created for instructional purposes.

Semi-Authentic Materials: Authentic materials that are appropriately modified according to the student's proficiency level to improve student understanding or comprehension. Semi-authentic sources are often used for instructional purposes; however, teachers should strive to incorporate authentic sources as much as possible.

Samples of Evidence

1. The syllabus lists multiple occasions where students work with authentic audio and video materials (e.g., news broadcasts, songs, films, podcasts), visual materials (e.g., works of art, photographs, promotional ads, cartoons), literary texts (e.g., novels, plays, short stories, poems, comic books), and non-literary texts (e.g., newspaper and magazine articles, reports, blog entries, social media entries).

2. The bibliography/sources section of the syllabus lists authentic sources in each of the five required categories.
   - Audio (e.g., audiobooks, podcasts)
   - Visual (e.g., photos, art, charts, graphs, infographics)
   - Audio-Visual (e.g., feature films, documentaries)
   - Written/Print Literary (e.g., plays, short stories, poems)
   - Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

3. The syllabus includes authentic sources in both written/print format (e.g., newspapers, magazines, and literary texts) and visual format (e.g., graphs, charts, tables, maps, and infographics). Students will also improve their listening skills via authentic audio and video recordings (e.g., songs, podcasts, and clips from tv shows and films).

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Curricular Requirement 4

The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- ☐ The syllabus must describe at least two activities designed to address at least one learning objective within Skill Category 1 using an authentic source.

  Skill 1.A: Recognize explicit meaning

  Skill 1.B: Interpret meaning

  Skill 1.C: Synthesize and infer meaning

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook or its table of contents is not sufficient.

Clarifying Terms

Comprehend Text: Describing the literal meaning of the text and data.

Interpretive Mode: Making meaning of written, print, visual, audiovisual, and audio texts.

Samples of Evidence

1. The syllabus includes activities in which students summarize information from an authentic print and/or audio source (e.g., newspaper article, podcast). For example, students listen to podcasts on family life in modern Chinese-speaking societies and later summarize main ideas and details of what they have learned in writing or through discussion.

2. Students will be asked to interpret charts and tables that detail the popularity of specific trends such as transportation, social media, leisure, technology, or fashion in Chinese. For example, students interpret a chart on technology use in classrooms.

3. Students answer questions spontaneously referring to authentic documents they have previously consulted (text, audio, or visualization of data). For example, students consult infographics on hobbies, as well as the budget and free time associated with them, in different Chinese-speaking communities, and then analyze and interpret the different data, patterns, and trends observed.

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Curricular Requirement 5

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Speak and write in interpersonal and presentational contexts, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)

Required Evidence

- ☐ The syllabus must describe at least one spoken and one written activity, or a series of activities, to address learning objectives within Skill Category 2.
  - Skill 2.A: Use language that aligns with the communicative purpose and context
  - Skill 2.B: Make communication comprehensible for the intended audience
  - Skill 2.C: Share ideas, information, and opinions about familiar and researched topics
  - Skill 2.D: Apply organizational and rhetorical strategies

Clarifying Terms

Spoken Interpersonal Communication: Direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning.

Written Interpersonal Communication: Direct written communication between individuals who exchange information and negotiate meaning.

Spoken Presentational Communication: One-way oral communications to an audience.

Written Presentational Communication: One-way written communications to an audience.

Samples of Evidence

1. The syllabus describes activities where students ask questions or state opinions on units (science and technology, families and communities, etc.) and respond to classmates in class discussions. For example, after reading a news article, students will create a text thread debating if students should wear uniforms.

2. The syllabus includes an activity where students use an authentic map of the Summer Palace (颐和园) to plan a one-day tour with important cultural landmarks. They prepare a short presentation to introduce the route and give a brief introduction of each site. After the presentation, classmates take on the role of tourists and ask questions about the transportation options, schedule, cultural significance of the sites, and more.

3. The syllabus includes activities where students perform role-plays about family dynamics in Chinese-speaking cultures (multi-generational home sharing, generational gap, traditional vs. modern expectations). Pairs incorporate conversational tasks (agree/disagree, seek advice, defend viewpoints) while exploring family themes.

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Curricular Requirement 6

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)

Required Evidence

- ☐ The syllabus must describe one or more activities to demonstrate how each learning objective in Skill Category 3 is addressed

  Learning Objective 3.A.1: Describe cultural products, practices, and perspectives.

  Learning Objective 3.A.2: Compare cultural products, practices, and perspectives among distinct communities.

  Learning Objective 3.A.3: Reflect on the significance of cultural products, practices, and perspectives.

Note: The syllabus can describe a single activity to address all three learning objectives or multiple activities to address each learning objective independently or two learning objectives in combination.

Samples of Evidence

1. As students study family and community celebrations and complete the following activities:
   a. Students compare Chunyun (Spring Festival travel rush) with winter holiday travel, exploring migration patterns and their social and cultural significance, especially in China. Through role-plays and dialogues, students practice booking tickets, planning trips, and discussing itineraries. They also present reports or slides analyzing societal change.
   b. The syllabus includes an activity where students reflect on the history and cultural significance of the New Year's Eve family dinner by posting their own insights to a course discussion board and responding thoughtfully to at least three classmates with questions or ideas that deepen the discussion.

2. The syllabus includes an activity where students research traditional Chinese dishes and create a video presentation demonstrating how meals are prepared and shared, highlighting cultural attitudes and rituals around mealtime.

3. Students explore the Moon Festival by discussing its cultural products (moon cakes), practices (family reunion), and perspectives (the story of Chang'e), and compare them with a celebration from their own culture (such as Thanksgiving). They express their insights through a written reflective piece or creative presentation and share their work in a gallery walk to engage in peer discussion on cultural values.

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Curricular Requirement 7

The course prepares students to use Chinese in real-life situations.

Required Evidence

- ☐ The syllabus demonstrates that students use Chinese in the classroom or beyond in real-life situations. Simply stating a list of real-life situations is not sufficient.

Samples of Evidence

1. Students syllabus includes information about a yearlong partnership between the class and students in a Chinese-speaking high school to provide regular opportunities for real-life language use.

2. The syllabus includes an activity where students meet with Chinese-speaking friends monthly online or in person, engaging in conversions, and exchange ideas about the selected topics, such as extra curriculum activities, a typical day at school, course selection, clubs, lifestyle in the local area, etc.

3. The syllabus requires students to attend or watch lectures, films, performances, or other cultural events in Chinese. They regularly share reviews on the class blog or give short oral or written summaries of these events in Chinese.

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Curricular Requirement 8

The course provides students with opportunities to develop skills in handwriting Chinese characters and using a selected writing system (simplified or traditional characters) consistently in their writing.

Required Evidence

- ☐ The syllabus must include at least one example describing how students practice writing Chinese characters on a regular basis, using a selected writing system consistently in their writing.

Samples of Evidence

1. The syllabus states that there are practice sheets to practice handwriting Chinese characters that students are assigned on a regular basis.

2. The syllabus describes opportunities for students to write characters by hand, either as practice or as part of an assessment. For example, students practice calligraphy writing to demonstrate their handwriting skills.

3. The syllabus lists activities integrated within each unit that require students to practice writing by hand.

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Curricular Requirement 9

The course provides students with opportunities to develop keyboarding skills in Pinyin or Bopomofo.

Required Evidence

- ☐ The syllabus must include at least one example describing how students use a standard keyboard to type Chinese characters and create text in Chinese. Students must be able to identify the desired character after typing a phonetic transcription of the text using the selected input method (Input Method Editor).

Samples of Evidence

1. The syllabus lists multiple activities that require students to practice typing Chinese characters by using a standard keyboard. For example, students write emails in Chinese requesting information about assignments from their teacher or peers.

2. The syllabus states that students engage in weekly practice with typing on school-provided computers through practice AP-style story narration and AP-style email responses in class. The syllabus also states that students are assigned to exchange emails using Chinese characters with their pen pal(s).

3. The syllabus describes opportunities for students to type Chinese, for practice and as part of assessments.

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Curricular Requirement 10

The course dedicates time and support to help students build analytical, research, presentation, and interpersonal skills necessary to complete the course project.

Required Evidence

- ☐ The syllabus must include an explicit statement confirming that at least fifteen 45-minute class periods, or their equivalent, are dedicated to the course project (as outlined in the Course Project Manual). In particular, time must be specifically dedicated to research, guiding students through creating a written reflection, completing a Personalized Project Reference, and practice of the Project Presentation and Project Q&A.

Clarifying Terms

Equivalent Class Time: At least 11 hours (the approximate clock time that equals the minimum 675 minutes) in the classroom.

Samples of Evidence

1. Throughout the year, a minimum of fifteen 45-minute class periods or equivalent are designated for students to complete the components of the course project (e.g., research, written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A).

2. Students will spend the required 11 hours working on the course project components including research, the written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A.

3. The course includes fifteen 45-minute class periods for students to work on the parts of the course project—including but not limited to research, written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A.

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