

## SAMPLE SYLLABUS #1

# AP<sup>®</sup> Chinese Language and Culture

## Curricular Requirements

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<b>CR1</b>	The teacher uses Chinese almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 3
<b>CR2</b>	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the suggested course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges; or another organizing approach integrating language, content, and culture.	<i>See pages:</i> 4, 8, 9
<b>CR3</b>	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	<i>See pages:</i> 8, 9
<b>CR4</b>	The course provides opportunities for students to make cultural comparisons.	<i>See pages:</i> 8, 9
<b>CR5</b>	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See page:</i> 5
<b>CR6</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.	<i>See page:</i> 11
<b>CR7</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.	<i>See page:</i> 10
<b>CR8</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.	<i>See page:</i> 11
<b>CR9</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.	<i>See page:</i> 11
<b>CR10</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.	<i>See pages:</i> 9, 13

<b>CR11</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others.	<i>See page:</i> 10
<b>CR12</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.	<i>See pages:</i> 8, 11
<b>CR13</b>	The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.	<i>See pages:</i> 8, 11
<b>CR14</b>	The course prepares students to use the target language in real-life situations.	<i>See page:</i> 4
<b>CR15</b>	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.	<i>See page:</i> 6
<b>CR16</b>	The course provides students with opportunities to develop keyboarding skills in Pinyin or Bopomofo.	<i>See page:</i> 6

# Advanced Placement Chinese Language Sample Syllabus #1

## Course Overview

This AP® Chinese Language and Culture course is designed for high school students who have successfully completed at least three years of Chinese courses. Through the course, students will further develop their communication skills and cultural competence. The goal of this course is that, by the end of the school year, students are expected to perform at the Intermediate range across the three communication modes; interpretive, interpersonal, and presentation as described in the *ACTFL Performance Descriptors for Language Learners*. They will be able to:

- Comprehend, interpret the Chinese websites, stories, articles they read, Chinese speeches, messages, songs they listen to, and the video clips they view.
- Use Chinese to actively negotiate the meaning among individuals, to participate in cultural events, and to engage in conversations in various occasions.
- Write messages, articles, and reports to address daily life, school life, and other topics related to each unit theme.
- Discuss and present their perspectives or views on cultural products and practices.
- Research and compare cultural differences between China and America. Topics may include education systems, career choices, entertainment, families, art, history, and geography, etc.
- Take the AP Chinese Language and Culture Exam.

## Instructional Objective

The instructional objective is to help students develop communication skills by creating authentic language environment and using multiple strategies.

The course is conducted almost exclusively in Chinese. **CR1** Students are regularly exposed to and engage with authentic auditory and video materials such as radio programs, TV news, movie clips, and online lessons to practice and improve their listening comprehension. They also have frequent opportunities to practice comprehending and interpreting conversations, announcements, instructions, messages, and reports on familiar topics.

Students are encouraged to use the target language and engage in conversations on an assigned topic as one of the routine class activities. They also participate in pair discussions and presentations and create video clips, skits, and reports on various topics related to each unit's theme. In addition, students are encouraged to actively participate in Chinese speech competitions and other cultural events held by the school and broader community.

Students have ample opportunities to read in Chinese. In addition to the textbook, they read authentic materials such as articles, short stories, advertisements, letters, posters, emails, signs, etc. from multiple media, including books, newspapers, magazines, and websites. The teacher uses various teaching strategies and tools such as differentiated instruction, thinking maps, rubrics, and guiding questions to have students engage in reading comprehension activities. Throughout the school year, students develop their high-level comprehension skills such as predicting, inferring, analyzing, comparing and contrasting, synthesizing, summarizing, and evaluating.

### **CR1**

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

Students engage in various writing activities and complete writing assignments including research reports, essays, stories, emails, notes, and diaries for different purposes. Most writing assignments are related to each unit's theme. Students write both by typing and editing on a computer and by handwriting.

## Cultural Competence

The course helps students develop cultural competence by integrating Chinese cultural knowledge, practices, and perspectives into instruction. Students also develop a digital portfolio with artifacts and documents that demonstrate their language proficiency, cross-cultural awareness, and personal experiences using the target culture within and beyond the classroom. **CR14** Additionally, the course is designed based on the following six themes that make it possible for the teacher to integrate the target language, culture, and content into a series of lessons and activities. **CR2**

Unit	Theme
1	Families in Different Societies
2	The Influence of Language and Culture on Identity
3	Influence of Beauty and Art
4	How Science and Technology Affect Our Lives
5	Factors That Impact the Quality of Life
6	Environmental, Political, and Societal Challenges

As shown in the course planner below, there are 24 topics distributed under the six themes. Through thematic-unit instruction, students are guided and encouraged to discover Chinese culture as well as to compare differences and similarities between Chinese and American culture. They are also encouraged to use the target language to discuss complex topics such as global issues based on their cultural knowledge and competence.

## Course Skills

This course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes; Interpretive, Interpersonal, and Presentational at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*. Students will develop skills in the following eight categories: Comprehending Text, Making Connections, Interpreting Text, Making Meanings from Words and Expressions, Speaking to Others, Writing to Others, Presenting Orally, and Presenting in Writing. Each unit will incorporate activities that allow the students to demonstrate the above skills. As shown in the course planner below, there are various activities developed to address the course skills throughout the six units.

### CR14

The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real-life situations.

### CR2

The syllabus must explicitly list the six suggested course themes and describe one or more sample instructional activities and sources per theme.

## Resources

The course uses Integrated Chinese by Yao, Tao-chung, Nyan-ping Bi, Liangyen Ge, and Yaohua Shi as the primary textbook. Multiple supplementary materials, including authentic audio, visual, audiovisual, and written/print sources are used to maximize students learning: **CR5**

Type	Title
<b>Primary Textbook</b>	Liu, Yuehua; Yao, Tao-chung; Ge, Liangyen; Bi, Nyan-ping; Shi, Yaohua. (2010). <i>Integrated Chinese</i> 中文听说读写. Boston: Cheng & Tsui Company.
<b>Other Books</b>	M.A., Yan Shen (2009). <i>AP Chinese Language and Culture</i> . New York: Barron's. Liu, Zepeng; Liu, Hui; Xu, Lin. (2007). <i>Common Knowledge about Chinese History</i> 中国历史常识. Beijing: Higher Education. Liu, Zepeng; Liu, Hui; Xu, Lin. (2007). <i>Common Knowledge about Chinese Geography</i> 中国地理常识. Beijing: Higher Education. Liu, Zepeng; Liu, Hui; Xu, Lin. (2007). <i>Common Knowledge about Chinese Culture</i> 中国文化常识. Beijing: Higher Education. Shen, H. (2013). <i>Chinese Mythology and Legends</i> 中国神话传说. Hefei: Huang Shan. Tian, Yan; Chen, Zuohong. (2007). <i>Experiencing Chinese: Writing</i> 体验汉语写作教程. Beijing: Higher Education. Xu, Jialu; Chen, Fu; Wang, Ruojiang; Zhu, Ruiping. (2008). <i>Jia You: Chinese for the Global Community</i> 加油. Beijing: Beijing Normal University Publishing Group. Zhang, E. (2001). <i>Chinese Cuisine: Recipes and Their Stories</i> 中国典故菜肴集. Beijing: Foreign Language. Zhang, Y. (2002). <i>China: A Great Country in the East</i> 中国: 东方大国. Beijing: Language & Culture.
<b>Multimedia Materials</b>	Chinese movies, videos, and DVDs/VCDs.
<b>Main Web Resources</b>	<a href="http://zhongwen.com/">http://zhongwen.com/</a> <a href="https://www.chinese-tools.com/">https://www.chinese-tools.com/</a> <a href="http://baike.baidu.com/item/">http://baike.baidu.com/item/</a> 百度百科 <a href="http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5">http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5</a> AP classroom (provided by College Board)

### CR5

The syllabus cites or briefly describes at least one example of authentic materials from each of the following types of sources:

1. Audio (e.g., podcasts, radio programs, songs)
2. Visual; (e.g., charts, graphs, tables, maps, infographics, photos)
3. Audiovisual (e.g., music videos, films, video clips, tv shows)
4. Written/print (e.g., plays, short stories, poems, newspapers, magazines, blogs)

## Instructional Approach and Strategies

The course mainly uses the communicative approach that emphasizes interaction among the language learners, who learn and practice the language through the study of authentic materials and by interacting and negotiating meanings with their partners and the teacher using the target language. The teacher modifies lesson plans and teaching pace, and based on the students' needs, the learning progress, feedback, and formative assessments.

## Vocabulary

Students are required to preview the vocabulary, phrases, and new sentences prior to each class. The teacher helps students learn how to use vocabulary and sentence structure correctly through various interactive listening, speaking, reading, and writing activities.

## Grammar

Relevant grammar notes are provided in each lesson, and grammar is taught in context, allowing students to deduce the rule and to appropriately speak and write following the rule. Various strategies such as guiding questions for reading and writing activities and making sentences are used to help students understand each grammar point better. The teacher regularly checks students' use of sentence structure and patterns during their discussions and from the speaking and writing assignments they submitted, so that the teacher can adjust teaching content, activities, and pace accordingly.

## Handwriting

To develop students' Chinese handwriting skills, they are required to write Chinese characters with pinyin on a regular basis. They also write sentences and short letters, descriptions, notes, fill out thought maps in Chinese characters, etc. during the course.

**CR15**

## Typing

To develop students' word processing skills, they complete typed essays and PowerPoint presentations using a computer and then post onto Edmodo. They also use the target language to communicate with peers, teachers, and other friends who use Chinese via email or online chat. **CR16**

## Modes of Communication, Task Models, and Skills

As students work with the modes of communication listed below, they practice various task models with targeted course skills in each unit that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies. Task models are repeated across the units provided in the Course and Exam Description (CED). On average, 3–4 Listening and 4–5 reading task models are provided for students to practice in each unit. In addition, 4 free response tasks are provided for students to practice in each unit. Complexity in the task models is driven by content and increases throughout the year.

Modes of Communication	Task Models	Skills
<b>Interpretive Communication</b>	<b>Multiple Choice</b>	
Audio Texts (Listening)	Rejoinder Transportation announcement Voice message School conversation Radio report Instructions Uncontextualized dialogue	1.A, 2.A, 3.A, 3.B, 4.A
Print Texts (Reading)	Note Email about sequence of events Email describing location Pen pal letter Poster announcement Advertisement Public sign Event brochure Journalistic article Short story	1.A, 2.A, 3.A, 3.B, 4.A

**CR15**

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.

**CR16**

The syllabus must include at least one example describing how students use a standard keyboard to type Chinese characters and create text in Chinese.

<b>Modes of Communication</b>	<b>Task Models</b>	<b>Skills</b>
<b>Interpersonal Communication</b>		
<b>Free Response</b>		
Speaking	Conversation	1.A, 2.A, 4.A, 4.B, 5.A, 5.B
Writing	Email reply	1.A, 2.A (either Story Narration or Email Response), 4.A, 4.B, 6.A, 6.B, 6.C
<b>Presentational Communication</b>		
<b>Free Response</b>		
Speaking	Cultural presentation	2.A, 4.B, 7.B, 7.C, 7.D
Writing	Story narration	2.A (either Story Narration or Email Response), 4.B, 8.B, 8.C, 8.D

## Assessment

Formative assessments include in-class observations by the teacher, homework, exit slips, and short quizzes, which will be frequently used throughout the course. At the end of each unit, students use Personal Progress Checks in AP Classroom as a formative assessment to see how they are performing and to identify areas of improvement. Personal Progress Check questions including multiple choice and free response questions are combined in a full form to assess student understanding of the content and skills of all the task models in a unit. Students will receive feedback based on formative assessments and personalized suggestions for improving their communication skills.

Summative assessments include a semester exam testing interpretive, interpersonal and presentational modes of communication, and a research project or other project that will be given to conclude the taught units. A rubric based on ACTFL's Performance Descriptors for Language Learners will be used for the various projects, essays, oral tests, etc.

## Course Planner

Units/Themes <b>CR2</b>	Week	Topics	Activities and Assessment
U1. Families in Different Societies 不同社会里的家庭	1	T1. My family 我的家 Use the target language to introduce my family.	Opening activity: Me and my family. 我和我的家人 Essay: I live in... Vocabulary and Lesson Quiz “Skit show”: students perform a skit “My family, Your family”
	2	T2. Chinese and American Families 中国和美国家庭 Use the target language to describe a traditional Chinese family.	Research and Presentation: Four generations under one roof 四世同堂. After the presentation, students are encouraged to discuss cultural perspectives on multigenerational households <b>CR3 CR12</b> Research and presentation: Two generations family 两代之家
	3	Use the target language to compare and contrast the similarities and differences of Chinese and American families.	Essay: Differences and similarities between Chinese and American families. 中美家庭比较 Discussion: 1) What are the main similarities and differences between Chinese and American families? 2) How does the culture of a society influence families? <b>CR4 CR13</b>

Complete **Personal Progress Check** for Unit 1: Family in Different Societies in AP Classroom

**CR3**

The syllabus must describe at least two activities that focus on developing an understanding of cultural perspectives as revealed in the products and/or practices of the culture.

**CR12**

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 7.

**CR4**

The syllabus must include at least two instructional activities in which students make cultural comparisons.

**CR13**

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 8.



Units/Themes <b>CR2</b>	Week	Topics	Activities and Assessment
U2. The Influence of Language and Culture on Identity 语言与文化对个人身份的影响	4 & 5	T3. Celebrations 节庆 Use the target language to describe major celebrations.	Discussion: How many Chinese festivals do you know? Which is your favorite one? Why? <b>CR10</b> Project/presentation: How do Chinese people celebrate the Mid- Autumn Festival? 中国人怎样庆祝中秋节? Compare and contrast article: Chinese and American festivals Vocabulary and Lesson Quiz Watch documentary movies about famous people in ancient and contemporary China (e.g., Yaoming, Kongzi, Qibaishi, Libai) Group Research and Presentation: Choose one Chinese popular athlete or other famous figure to prepare and deliver a presentation about their life and contribution to the society as well as their influence on the new generation Skill performance: I want to become a famous ... Discussion: Do you know Yao Ming? Compare and contrast cultural perspectives reflected in the popularity of various sports and athletes in China and the U.S. <b>CR3 CR4</b>
	6 & 7	T4. Famous figures in China (athletes, educators, artists, musicians, poets, writers, etc.)	
	8	T5. Traditional Sports and Games in China 传统的中国体育与游戏 Use the target language to describe and discuss traditional Chinese sports and games.	Group Research and Presentation: Chinese sports and games Skit performance: Do you like playing? 乒乓 Compare and contrast article: traditional Chinese and American sports and games Vocabulary and Lesson Quiz

**CR10**

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5.

Complete **Personal Progress Check** for Unit 2: The Influence of Language and Culture on Identity in AP Classroom

Week 9: Mid-semester review and AP Chinese mock exam

Units/Themes	Week	Topics	Activities and Assessment
U3. Influences of Beauty and Art 美与艺术的影响	10	T6. Cities, Historic resorts, Architecture Use the target language to describe major cities, historic resorts, and architecture.	Discussion: Which Chinese city would you like to visit the most? Why? Email: Students email questions to a classmate regarding the Chinese city they would most like to visit. The receiver then responds to the questions posed by their classmate. <b>CR11</b> Essay: Discuss the cultural and/or historical importance of a famous architectural landmark or building in China. Vocabulary and Lesson Quiz
	11	T7. Operas and Movies 戏剧和电影 Use the target language to describe and discuss Chinese operas and movies.	Watch and discuss: In the movie <i>The Gua Sha Treatment</i> , how does the cultural misunderstanding impact Xu's life? 电影《刮痧》里，文化误解如何影响到许家的生活？ <b>CR7</b> Presentation: Choose and introduce one Chinese movie and provide your perspectives, thoughts, or views on it. Vocabulary and Lesson Quiz
	12	T8. Literature 文学 Use the target language to engage in conversations about representative Chinese literature work.	Introduce the four classical novels 四大名著 Essay: Which one of the Chinese four classical novels do you like the most, and why? 你喜欢中国四大名著中的哪一部？为什么？ Presentation: Do you know Li Bai? 你知道李白吗？
	13	T9. Art & Crafts 美术与工艺 Use the target language to describe and discuss Chinese arts and crafts.	Discuss the main features of traditional Chinese painting. Story narration: 看图写故事 Research on presentation: What is porcelain? What is pottery? 瓷器与陶器

**CR11**

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6.

**CR7**

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 2 using an authentic source. The source(s) must be cited or briefly described in the activity.

Complete **Personal Progress Check** for Unit 3: Influences of Beauty and Art in AP Classroom

Units/Themes	Week	Topics	Activities and Assessment
<b>U4. Factors that Impact the Quality of Life</b> 影响生活质量的因素	14	T10. Population in China and the U.S. 中国与美国的人口 Use the target language to discuss the impact of population size and social structure on life quality in China and the U.S.	Group project: Students use a variety of online sources to compare the population of China and the U.S (e.g., The size, the social structure, etc.). Students identify new vocabulary in the sources and deduce the meaning of unfamiliar words using the context. <b>CR9</b> 中美人口数量和社会结构比较 Story narration: 看图写故事 Vocabulary and Lesson Quiz
	15	Midyear Review	AP Chinese Mock Exam
	16	T11. Life of Senior People 老年生活 Use the target language to discuss the life of senior people.	Discussion: Who takes care of the older people? Students identify the main idea and supporting details from an article online regarding caretaking of older generations. 谁来照顾老年人? <b>CR6</b> story writing 看图写故事 Group Debate: Who takes care of senior people?
	17	T12. Youth Culture 青年文化 Use the target language to discuss the life of high school students.	Discussion: Peer influence on schooling. Prior to the discussion, students read an online article regarding peer influence on education and identify the points of view represented in the article. 伙伴对学业的影响 <b>CR8</b> Discussion: Should high school students date? 中学生可以交男女朋友吗?
	18	T13. Food culture 饮食文化 Use the target language to describe Chinese major cuisines.	Essay: Why is there different cuisine in North China and South China? <b>CR13</b> Essay: Chinese major cuisines Presentation: Introduce a Chinese cuisine that you know the most about. <b>CR12</b> Vocabulary and Lesson Quiz
19	T14. Shopping 购物 Use the target language to address shopping.	Group Debate: Shopping online or at store? Why? Skit performance: Shopping Compare and contrast article: the advantages and disadvantages of using cash versus credit cards. Which form of payment do you prefer, and why?	

**CR9**

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 4 using an authentic source. The specific source(s) must be identified in the activity.

**CR6**

The syllabus must describe an instructional activity or a series of instructional activities designed to address at least one learning objective within Skill Category 1 using an authentic source.

**CR8**

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 3 using an authentic source. The source(s) must be cited or briefly described in the activity.

Complete **Personal Progress Check** for Unit 5: Factors that Impact the Quality of Life in AP Classroom

Units/Themes	Week	Topics	Activities and Assessment
U5. How Science and Technology Affect Our lives 科技如何影响我们的生活	20	T15. Internet 网络 Use the target language to describe the use of the internet and the impact technology has brought.	Essay: How has internet impacted our lives? 网络如何影响我们的生活? Discussion: How to use the internet to facilitate our learning. 如何利用网络提高我们的学习?
	21	T16. Mail and Email 邮件和电子邮件 Use the target language to compare and contrast the use of conventional mail and email.	Discussion: Do you prefer to write a hardcopy letter or send an email? Why? Group Debate: Should we use conventional mail written by hand or email?
	22	T17. Cash, credit card, and online bank 现金、信用卡和网上银行 Use the target language to compare and contrast pros and cons of cash, a credit card, and an online bank.	Discussion: Do you prefer using cash, a credit card, or an online bank? Why? 你更喜欢使用现金、信用卡 还是网上银行? 为什么? Presentation: Pros and cons of cash, a credit card, and an online bank.
	23	T18. The Four Great Inventions 四大发明 Use the target language to engage in a conversation about China's contribution to the world.	Research & Presentation: What are the four great inventions? 什么是四大发明? Story narration: 看图写作文 Vocabulary and Lesson Quiz
	24	T19. Health Care 保健 Use the target language to describe China's major healthcare methods.	Discussion: What is food therapy? Group Research and Presentation: Chinese traditional medicine Vocabulary and Lesson Quiz
	25	Mid-Semester Review	AP Chinese Mock Exam
	26	T20. Artificial Intelligence - AI 人工智能 Use the target language to engage in conversation about China's contribution to the world.	Discussion: What do you know about AI? Research Presentation: How does AI impact our lives? How do robots affect our lives?
	27	T21. Green energy 绿色能源 Use the target language to explain green energy.	什么是绿色能源? Presentation: Why do we need to promote the use of green energy? Skill performance: What is green energy?

Complete **Personal Progress Check** for Unit 4: How Science and Technology Affect Our lives in AP Classroom

Units/Themes	Week	Topics	Activities and Assessment
U6. Environmental, Political, and Social Challenges 环境、政治及社会挑战	28	T22. Plastic Pollution 塑料污染 Use the target language to discuss plastic pollution.	Discussion: What is plastic waste? 什么是塑料垃圾? Research and Presentation: How does plastic pollution affect wildlife? 塑料污染如何影响野生动物 看图写作文
	29	T23. Animal Abuse 虐待动物 Use the target language to discuss the issue of animal abuse.	Writing assignment: What steps can be taken to prevent humans from abusing animals? Discussion: What are the most effective ways that can be taken to prevent animal abuse? <b>CR10</b> Vocabulary and Lesson Quiz
	30	T24. Global Warming 全球变暖	Conversation: What is global warming? What caused it? Writing assignment: Write a report on the consequences caused by global warming. Story Narration 看图写作文

Complete **Personal Progress Check** for Unit 6: Environmental, Political, and Social Challenges in AP Classroom

Units/Themes	Week	Topics	Activities and Assessment
	31	AP Practice Exam	Interpretive Communication: Audio and Print Texts Interpersonal and Presentational Writing: Email and Story Narration Interpersonal and Presentational Speaking: Conversation and Cultural Presentation
	32 & 33	Final Project 年终项目	Students select a topic studied during the course and create a video presentation. In their presentations, students are expected to make cultural comparisons related to the topic and demonstrate connections to two or more courses themes.

## Reference:

AP Chinese Language and Culture Course and Exam Description