



SAMPLE SYLLABUS #2

AP[®] Chinese Language and Culture

Curricular Requirements

CR1	The teacher uses Chinese almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 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.	<i>See pages:</i> 2, 4, 5, 6, 7
CR3	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See pages:</i> 4, 5, 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)	<i>See pages:</i> 4, 7, 8
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)	<i>See pages:</i> 4, 6, 9
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)	<i>See pages:</i> 4, 5, 6
CR7	The course prepares students to use Chinese in real-life situations.	<i>See pages:</i> 4, 9
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.	<i>See pages:</i> 4
CR9	The course provides students with opportunities to develop keyboarding skills in Pinyin or Bopomofo.	<i>See page:</i> 3
CR10	The course dedicates time and support to help students build analytical, research, presentation, and interpersonal skills necessary to complete the course project.	<i>See page:</i> 9

AP Chinese Language and Culture Sample Syllabus #2

Course Objectives

AP[®] Chinese Language and Culture (AP Chinese) is a full-year course designed to provide students with varied opportunities to further develop their proficiencies in listening, speaking, reading, and writing in Chinese. Developing appreciation and awareness of Chinese culture is an integral theme throughout the AP Chinese course. The goal of the course is to enable the students to use Mandarin Chinese in linguistically, culturally, and socially appropriate ways. Students practice keyboarding skills by regularly typing email responses and communicating with students at exchange schools in Taiwan and Mainland China. The course prepares students to use Chinese in real-life situations.

Communicative Objectives

- **Interpersonal:** Students can initiate and maintain spontaneous two-way interaction, such as conversing face-to-face or exchanging written correspondence. Students can express their views or exchange opinions on topics of personal, school, and community interest.
- **Interpretive:** Students can interpret a broad range of written and oral texts. Students can identify and summarize main points and important details and make appropriate inferences and predictions through exposure to authentic written and oral materials.
- **Presentational:** Students can write and speak in a variety of settings, types of discourse, styles, and registers. Students can express themselves in writing on topics they have researched.

Intercultural Competence

The course helps students develop intercultural competence by integrating Chinese cultural products, practices, and perspectives into instruction. Through thematic-unit instruction, students are guided and encouraged to discover Chinese culture as well as to compare differences and similarities between Chinese and other cultures. They are also encouraged to use Chinese to discuss complex topics such as generational differences, advances in scientific technology, and global communication. The course is designed based on the following six units:

Unit	CR2
1	Families and Communities
2	Language and Culture
3	Art and Creativity
4	Science and Technology
5	Contemporary Life
6	Global Contexts

Course Skills

AP Chinese covers a wide variety of topics and issues pertinent to school and family, travel and transportation, climate and weather, festivals and customs, people and society, and literature and arts.

Students will develop skills in the following three categories outlined in AP Chinese Language and Culture Course and Exam Description: Interpretive Communication (comprehend written texts, audio, and visualizations of data); Interpersonal and Presentational Communication (speak and write in interpersonal and presentational contexts); and Cultural Understanding (demonstrate cultural understanding). Each unit will incorporate activities that allow the students to demonstrate the above skills.

AP Chinese will be conducted exclusively in Chinese. **CR1** Students are required to use Chinese to interpret spoken and written materials, narrate and elaborate facts and stories, and present and support opinions and ideas. At the end of the course, students are expected to be able to speak effectively and efficiently and write coherent and cohesive discourses.

The course provides students with intensive engagement with authentic materials such as signs, advertisements, emails, posters, films, videos, news broadcasts, announcements, and written texts excerpted or adapted from newspapers, magazines, and classic and contemporary literature. The authentic materials will be provided in handouts and copies.

This course requires students to type Chinese in a very efficient way. Students' computers must be installed with a Chinese program (e.g., Microsoft Pinyin IME, MSPY) so that students can have access to this practice every day. All handwritten assignments and typed essays in Chinese will be shared on Google Docs. **CR9**

Schedule of Instruction

The course uses an immersive approach that emphasizes that the language learners learn and practice through responding and asking questions, negotiating and clarifying meanings, circumlocution, and confirmation. Students interact with their teacher and classmates using communicative strategies in the target language. Students are required to preview the vocabulary, phrases, and new sentences prior to each class. Each unit will take 5–6 weeks.

CR1

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

CR9

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).

Unit 1 Families and Communities **CR2**

Key Knowledge and Understanding

- What constitutes a family in Chinese-speaking societies?
- What are some important aspects of family values and family life in Chinese-speaking societies?
- How do families and communities experience today's world?

Week	Topics	Activities	Assessment
1–2	Family and Holiday	Watch and Tell: 回家过年广告 (video) 一张春运火车票 (video) Use stories to introduce the topic and connect with cultural practice [CR3 – video]	Introduce and describe how Chinese families celebrate holidays together CR4 Presentation: Chinese New Year Dinner Students handwrite lucky word characters and then write on red couplets CR8
3–4	Chinese and American Families	Watch and Research: Eat Drink Man Woman (Film) CR6	Compare and discuss the structures and changes of Chinese and American families CR4 Presentation: My Family Students design zodiac animal stamps by handwriting to integrate culture and traditional Chinese art CR8
5–6	Chinese Family Overseas	Research and Interview: 家庭观念的转变 (article) [CR3 – print/non-literary] 我在美国的留学生生活 (video) 留学生选择寄宿家庭的利与弊 (article)	Discuss and present how views on family have changed [CR5 – spoken] Interview one Chinese student and present in writing how studying in a new society has influenced their perspectives CR7 [CR5 – written]

CR2

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

CR3

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

- Audio
- Visual
- Audiovisual
- Written/Print Literary
- Written/Print Non-Literary

CR4

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

CR5

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

CR7

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

CR8

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.

Unit 2 Language and Culture CR2**Key Knowledge and Understanding**

- How do language and culture influence each other?
- How do language and culture evolve over time?
- How does technology influence language and culture?

Week	Topics	Activities	Assessment
7–8	Language and Culture	Watch and Read: 我是如何学中文的 (YouTube video) 学中文的趣事 (article) 外国留学生怎么评价中国 (video) Introduce characteristics of the Chinese language and culture and the methods to learn Chinese	Describe the most effective ways to learn a new language and culture Compare Chinese and English language
9–10	Holidays and Celebration	Read and Watch: 中国的传统节日 七夕节的传说 [CR3 – print/literary] Introduce to students the most important Chinese holidays and their significance.	Introduce and describe how Chinese families celebrate holidays together Presentation: Your favorite Chinese holiday, how Chinese people celebrate it, and its significance to Chinese people CR6
11–12	Traditional Holidays and Changes	Watch/Read and Research: 过年方式新变化 (article) 春节的意义 (article) 当春节遇上情人节 (interview)	Compare and discuss the impact of technology on how people celebrate the traditional holidays Research: What traditions and changes are beneficial for society and why?

Unit 3 Art and Creativity **CR2**

Key Knowledge and Understanding

- How do ideals of beauty and aesthetics influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

Week	Topics	Activities	Assessment
13–14	Traditional Chinese Architecture and Family Value	Watch and Read: 四合院 (video) 万里长城 (video and article) Introduce characteristics of Chinese architecture and how it reflects traditional family structure and value	Describe the Great Wall and its significance to Chinese history Compare Chinese and Western architecture and the values it represents CR6
15–16	Traditional Chinese Medicine and Traditional Chinese philosophy	Read and Watch: 联合国非物质文化遗产-针灸和拔罐 电影刮痧 Introduce students to traditional Chinese medicine and the philosophy it embodies	Introduce and describe UN Intangible Cultural Heritage Discussion and Presentation: Movie Review Students listen to a podcast about news report on a film festival [CR3 – audio]
17–18	Chinese Calligraphy and Painting	Watch/Read and Research: 中国画 (article) 文房四宝 (video) 吉祥图案 (article) 送礼的禁忌 (video)	Compare and discuss Chinese painting and Western painting [CR3 – visual] Research and present: A famous Chinese artist and their work CR5 Research and present: Auspicious and inauspicious symbols in different cultures, taboos in different cultures, and their significance to the society

CR6

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

Unit 4 Science and Technology **CR2**

Key Knowledge and Understanding

- What factors drive innovation and discovery in the fields of science and technology?
- How does technology enhance global communication?
- What is the societal impact of scientific or technological advancements?

Week	Topics	Activities	Assessment
19–20	Mobile Pay Apps and Their Impact on Daily Life	Watch and Read: 阿福无现在杭州一日游 (video) 我的手机我的生命 (article) Introduce the most commonly used apps in China and their impact on Chinese people's daily life	Learn and introduce the most commonly used apps and their functions Compare Chinese and American apps and discuss your experience of using the mobile apps Interpret a chart on app use in the classroom CR4
21–22	Digital Payment Society and Its Perspective	Read and Watch: 无现金付款安全吗? (video) 你愿意过这种无现金生活吗? (video) Discuss and compare the advantages and disadvantages of a digital payment society	In group discussion presentation: Perspective of a Digital Payment Society
23–24	New Innovations and Their Significance	Watch/Read and Research: 无现金社会从小事做起 (article) 无现金有这么多优点为何仍不现实 (article)	Compare and discuss the significance of digital payment societies Debate the perspective of a digital payment society

Unit 5 Contemporary Life

Key Knowledge and Understanding

- How has contemporary life changed in the last generation?
- What impact do cultural values and traditions have on contemporary life?
- What influences one's interpretation and perception of what is valued in contemporary life?

Week	Topics	Activities	Assessment
24–25	Aspects of Where You Live	Watch and Read: 北京堵车 (video) 北京的交通 (interview) 中国国家博物馆 (website) Introduce public transportation and its impact on daily life	Learn and introduce the most common means of public transportation and discuss how it affects our daily life Introduce and compare the city you live and one Chinese city: population, tourist sites, restaurants, museums, transportation means, etc.
26–27	New Innovation and Its Impact on Life	Read and Watch: 四大发明 (video and article) 新四大发明 (video and article) 时代周刊2022最佳发明 (article and graph) Introduce ancient and new innovations and discuss their impacts on people's lives Introduce new technology and innovations and discuss how they affect different groups of society	Group project 1: What is innovation? If you could identify a challenge or an issue in today's society and invent a new technology to solve it, what would be your invention? Group project 2: What is your favorite ancient innovation and what is your favorite new innovation and why?
28–29	Modern Society	Watch/Read and Research: 健康的生活方式 (survey) 留守儿童和空巢老人 (article) 冬奥会外籍志愿者: 要了解中国怎样做到这么好? (Video) Introduce the changes in Chinese society and the pressure that people face	Describe the pressures young people face in today's society and problems for 留守儿童和空巢老人 CR4 Group discussion: Do you think your lifestyle is healthy? If you could change what aspects of your lifestyle, what would you change? Email response: Your most meaningful volunteering experience

Unit 6 Global Contexts

Key Knowledge and Understanding

- How do global phenomena impact Chinese-speaking communities?
- What role do individuals play in understanding and responding to global phenomena?
- How do complex issues affect a society's culture?

Week	Topics	Activities	Assessment
30–31	Global Trends	Read: 北京冬日重现蓝天 “Beijing’s winter once again sees blue skies” Discuss article and identify key points	Write about efforts people in China are making to better their communities Story narration CR5 Email response CR5
32–33	New Technology	Read and Watch: 无人驾驶汽车:技术到位,人,准备好了吗?(article) Driverless cars: The technology is ready, are people ready?	Group project: Research and present the best innovation of the year Email response: Cultural presentation: your choice of the best innovation of the year
34–35	Life in the AI Age	Watch/Read and Research: 人工智能在中国 (survey) 学校的AI问题(article) Introduce and discuss what changes AI is making in your daily life	Group discussion and write an essay: What can you do to use AI responsibly? Cultural presentation: School AI club Proposal CR7

Project Based Assessment

The AP Exam includes a course project in which students use authentic source materials in Chinese to prepare for real-world speaking tasks on the AP Exam. As part of this project, students will research, analyze, and synthesize information in Chinese to develop their presentation. On AP Exam day, students will present their project and respond verbally to follow-up questions. The course will dedicate at least 15 class periods to guiding students through the research, preparation (including completing the Personalized Project Reference), and practice of the Project Presentation and Project Q&A to ensure they are ready for the exam. **CR10**

Course Assessment

The AP Chinese Language and Culture Exam assesses student understanding of the skills and learning objectives outlined in the course framework. Formative assessments throughout the course include in-class participation, homework, reflection, and peer review. 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. Students will receive feedback based on formative assessments and personalized suggestions for improving their communication skills. Summative assessments include quizzes, unit and semester exams, and research projects. At the end of the semester, students will take the Integrated Performance Assessment (IPA) testing interpretive, interpersonal, and presentational modes of communication. A rubric based on ACTFL’s Performance Descriptors for Language Learners will be used for the various projects, essays, oral presentations, etc.

AP course assessment also emphasizes how students are developing learning strategies to become lifelong learners. The AP student must demonstrate willingness and effort to develop self-monitoring and self-learning strategies.

CR10

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.