

## 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).

The Unit Guides and the “Instructional Approaches” section of the *AP® Chinese Language and Culture Course and Exam Description* (CED) may be useful in providing evidence for satisfying these curricular requirements.

### 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.

### Clarifying Terms

These statements define terms in the syllabus development guide that may have multiple meanings.

### Samples of Evidence

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

# Curricular Requirements

|             |  |                        |
|-------------|--|------------------------|
| <b>CR1</b>  | The teacher uses Chinese almost exclusively in class and encourages students to do likewise.   | <i>See page:</i><br>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 page:</i><br>4  |
| <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 page:</i><br>7  |
| <b>CR4</b>  | The course provides opportunities for students to make cultural comparisons.   | <i>See page:</i><br>8  |
| <b>CR5</b>  | Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.   | <i>See page:</i><br>9  |
| <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><br>10 |
| <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><br>11 |
| <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><br>12 |
| <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><br>13 |
| <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 page:</i><br>14 |
| <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><br>15 |
| <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 page:</i><br>16 |
| <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 page:</i><br>17 |
| <b>CR14</b> | The course prepares students to use the target language in real-life situations.   | <i>See page:</i><br>18 |
| <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><br>19 |
| <b>CR16</b> | The course provides students with opportunities to develop keyboarding skills in Pinyin or Bopomofo.   | <i>See page:</i><br>20 |

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

## Curricular Requirement 2

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.

### Required Evidence

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

**Note:** If another organizing approach or set of themes is used, the syllabus must include sample instructional activities and sources demonstrating how language, content, and culture are integrated.

### Clarifying Term(s)

**Course Themes:** an organizing approach integrating language, content, and culture that provides context and content for students to develop their skills in the modes of communication.

While use of the suggested course themes is not required, AP® Classroom resources including the Unit Guides, Personal Progress Checks, etc. are designed around the suggested six themes.

### Samples of Evidence

1. The syllabus explicitly lists the six suggested themes and explains how each theme is specifically developed in the course by detailing instructional activities and the sources used for each theme.

For example:

- Student-focused discussions of war and human rights based on a documentary film (**Global Challenges**)
- Debates on the social impact of new communications technologies 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**)
- Class discussions about national identity using maps, public opinion surveys, and a variety of expository texts (**Personal and Public Identities**)
- Group activities exploring generational conflicts through literary texts and films (**Families and Communities**)
- Student presentations about the impact of advertising on conceptions of beauty and body image through a study of advertisements for clothing and weight-loss products (**Beauty and Aesthetics**)

2. The syllabus outline includes the following units organized around themes that integrate language, content and culture. Sample instructional activities and sources are included in each unit.

**Unit 1: Families in Different Societies**

Students explore Chinese family structure, gender roles and social customs and read online articles discussing influences on family structures and social values among Chinese people.

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

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

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

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

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

Students read a variety of journalistic articles to explore the effects of technology on students in their daily lives as well as on society: How much are we engulfed by the devices we hold? How has technology improved (or impaired) modern life?

**Unit 5: Factors That Affect the Quality of Life**

Students research what kind of education is needed to establish oneself in the career they look to pursue both in their home country and in China. How can they prepare themselves so that they have the multilingual skills necessary to flourish in the 21st century? Students listen to a podcast related to competition in education and discuss its impacts on students and parents.

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

Students use a variety of Chinese websites and articles online to explore what facets of life have undergone changes they consider to be troubling, what causes they are passionate for, and what are some possible methods to drive change at the local level.

3. The syllabus includes the following units that integrate language, content, and culture. Sample instructional activities and sources are included in each unit.

**Unit 1: Cultural Celebrations**

Students use selected folktales, legends, short stories, poems, and songs to engage in a variety of activities related to cultural celebrations, practices, and perspectives.

**Unit 2: Teenage Life/Self and the Global Community**

Students research and summarize the teenage life of famous people through written interviews, autobiographies, or biographies, and describe social or cultural activities that are different from their own.

**Unit 3: Interests and Careers**

Students explore personal interests and planning for the future in terms of career, study, and travel using job advertisements, travel brochures, and websites.

**Unit 4: Beliefs and Attitudes**

Students study beliefs, traditional values, and attitudes within the Chinese culture, such as social etiquette, patterns of interaction, or the role of family using audiovisual sources and selected readings on Chinese philosophy and common beliefs.

**Unit 5: Social Issues and Current Events**

Students explore Chinese political, social, and cultural topics and learn about current events using newspapers, magazines, and computer-related research in Chinese.

**Unit 6: Art and Music Appreciation**

Students develop their appreciation and understanding of the Chinese culture through various avenues, such as paintings, folk arts, Beijing opera, popular music, theater, dance, and traditional musical instruments through audio and visual sources, as well as short biographies of artists and musicians.

**Unit 7: Literature and Poetry**

Students read and analyze selections from Chinese literature, including famous Tang poems, and formulate critical analyses of form and content orally and in writing.

**Unit 8: Geography and Climate**

Students study and engage in a variety of activities related to China's geographic regions, landforms, waterways, governing units, population distribution, lifestyle of the minorities, ethnic and linguistic diversity, and climate in major cities using maps and photographs.

## Curricular Requirement 3

The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

### Required Evidence

- 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.

### Clarifying Terms

**Products:** both tangible (clothing, food, a literary work, a monument) and intangible items (a law, an educational system) created by the target culture.

**Practices:** customs, routines, and patterns of social interaction representative of the target culture.

**Perspectives:** values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.

### Samples of Evidence

1. Students view a short video or advertisement of a festive celebration, analyze the use of verbal and nonverbal etiquette, and identify typical food and dishes to develop an understanding of how cultural perspectives are reflected in the cultural products and practices.  
Students read a Chinese legend, discuss the cultural practices and products described in the legend, and determine what the practices and products indicate about Chinese culture.
2. In a unit on Chinese festivals, students explore the physical products associated with various festivals, the rituals or routines associated with each festival, and the cultural perspectives which inform the products and practices (e.g., at Chinese New Year, people generally give 红包 and set off fireworks; people engage in these practices because they are believed to ward off bad luck in the coming year).  
Students analyze a traditional Chinese painting, discuss the process of making the painting, and the influence of nature on Chinese art.
3. Students explore different social networks in China, discuss how they are used and what their use illustrates about modern Chinese society.  
Students research different recipes and foods and develop a presentation or video for the class demonstrating how meals are prepared and shared in China. Their presentations compare Chinese attitudes toward meals and meal-taking to those in their own community.

## Curricular Requirement 4

The course provides opportunities for students to make cultural comparisons.

### Required Evidence

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

### Samples of Evidence

1. Students learn about the college-entrance exam and its influence on individuals, parents, and families in Chinese-speaking communities and compare how these differ from their native culture.  
Students will discuss the unique role of the teahouse in traditional Chinese society and determine whether a similar institution exists in their own country.
2. Students compare communicative patterns of behavior and interactions in various cultural settings such as gift giving and receiving in China versus the United States.  
Students compare nuances of meanings of words, idioms, and expressions in the Chinese language and their own.  
Students analyze why certain products are significant in Chinese culture while different products have gained prominence in other cultures.
3. Students explore both traditional and modern family structures in Chinese society and compare these structures with those found in their own culture.  
Students compare educational systems in Chinese society with those found in their own country and discuss the benefits and drawbacks of each system.

## Curricular Requirement 5

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

### Required Evidence

- The syllabus cites or briefly describes at least one example of authentic materials from each of the following types of sources:
- Audio (e.g., podcasts, radio programs, songs)
  - Visual; (e.g., charts, graphs, tables, maps, infographics, photos)
  - Audiovisual (e.g., music videos, films, video clips, tv shows)
  - Written/print (e.g., plays, short stories, poems, newspapers, magazines, blogs)

**Note:** Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient. Semi-authentic (Instructional) materials may also be used, but the syllabus must include at least one example of authentic materials from each of the above categories.

### 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 activities that require students to work with authentic audio and video materials (news broadcasts, songs, films, podcasts, etc.), authentic non-literary texts (newspaper and magazine articles, blog and social media entries, etc.), authentic literary texts (novels, plays, short stories, poems, comic books, etc.), and authentic visual materials (promotional and informational ads, infographics, cartoons with written words, etc.).
2. The bibliography/sources section of the syllabus lists authentic sources in each of the four required categories.
  - Audio (e.g., songs, podcasts)
  - Visual (e.g., photos, art, charts, graphs, infographics)
  - Audio-Visual (e.g., feature films, documentaries)
  - Written/Print (e.g., plays, short stories, poems, newspapers, magazines, blogs)
3. Students will improve reading skills via 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).

## Curricular Requirement 6

The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text. (Interpretive Mode)

### Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1 using an authentic source. The specific source(s) must be identified in the activity.

**Note:** Authentic materials used from a textbook must be identified; simply providing the title of a course textbook 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. By the end of the course, students are expected to perform at the Intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

### Samples of Evidence

1. The syllabus lists or describes numerous activities in which students retell or summarize information from an authentic audio source, e.g., a news clip of a current event, a video of a weather forecast.
2. Students make use of graphic organizers to organize information from written, audio, audiovisual, and/or visual sources. For example, students use a graphic organizer to organize information about characters in a story, and/or create a timeline of events based on a video or short story.
3. Students are provided a flyer for a cultural event and asked to identify the main idea and list the most important details.

## Curricular Requirement 7

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections. (Interpretive Mode)

### Required Evidence

- 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 specific source(s) must be identified in the activity.

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

### Clarifying Terms

**Connections:** make cultural connections within the target language and connections in and across disciplines.

**Interpretive Mode:** making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

### Samples of Evidence

1. Students view a typical Chinese 四合院 in a photo, floorplan, or any other authentic source and discuss family structure in comparison with a typical house representing the learners' own culture and perspectives.
2. Students are provided a text that offers new learning in an academic discipline and guides them to understand it through contextual clues, cognates, vocabulary in context, interpreting any visuals, and guiding questions. For example, students use a historical timeline from a Chinese history textbook to identify the characteristics of various Chinese dynasties.
3. Students watch a Chinese reality show, such as 非诚勿扰, and describe how the show reflects modern attitudes about relationships.

## Curricular Requirement 8

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written or audio text. (Interpretive Mode)

### Required Evidence

- 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 specific source(s) must be identified in the activity.

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

### Clarifying Terms

**Interpret:** analyze the distinguishing features and the meaning of a text.

**Interpretive Mode:** making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

### Samples of Evidence

1. Students listen to a variety of audio clips (e.g., announcements, podcasts, etc.) and identify the intended audience.
2. Students read and analyze a variety of Chinese proverbs, such as 孟母三迁, and answer questions about both the literal and figurative meaning of the story.
3. Students analyze infographics and information that they gather from a podcast on recent demographic changes in China such as aging population, population growth, etc.

## Curricular Requirement 9

The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions. (Interpretive Mode)

### Required Evidence

- 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.

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

### Clarifying Terms

**Meanings:** determine or deduce the meaning of familiar and unfamiliar words and expressions in context.

**Interpretive Mode:** making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

### Samples of Evidence

1. Students view a news headline on the internet to guess and infer the meaning of new Chinese characters using contextual clues. For example, students use familiar character components or radicals (形旁/声旁) as clues to decode unfamiliar words.
2. Students explain the idiomatic meanings of 成语 related to the unit theme.
3. The syllabus describes activities in which students encounter authentic print, audio, and/or visual sources such as news articles, public announcements, and advertisements, and work with unfamiliar vocabulary, e.g., by identifying key terms important for understanding the text and finding their meaning.

## Curricular Requirement 10

The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others. (Interpersonal Mode)

### Required Evidence

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

### Clarifying Terms

**Spoken Interpersonal Communication:** direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

### Samples of Evidence

1. Students engage in regular debates on topics that address overlapping themes such as whether technology has had a positive effect on the improvement of community and family interactions or whether television and video games have led to a lack of imagination in today's youth.
2. Students research a study abroad program in China and prepare for a simulated application interview, where the role of interviewer is played by the teacher.
3. Students make a phone call to one of their Chinese pen pals through WeChat during the Lunar New Year celebration.

## Curricular Requirement 11

The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others. (Interpersonal Mode)

### Required Evidence

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

### Clarifying Terms

**Written Interpersonal Communication:** direct written communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

### Samples of Evidence

1. The syllabus states that students regularly exchange information through emails, threaded discussions, or interactive forums.
2. Students write an email to local Chinese community members to invite them to attend the school's Cultural Night.
3. Students participate in a class blog on selected topics related to the course themes. Students are required to post their individual responses to a question posed by the instructor and then respond to at least three other students' entries asking for clarifications and suggesting further directions.

## Curricular Requirement 12

The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations. (Presentational Mode)

### Required Evidence

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

### Clarifying Terms

**Spoken Presentational Communication:** oral communications to an audience. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

### Samples of Evidence

1. The syllabus describes at least one activity in which students prepare and present a skit, a role play, a scene from a play, or a dramatization of an authentic text based on one of the suggested course themes.
2. The syllabus states that students are required to give oral presentations. These include summarizing an article, recommending a movie, and presenting on a topic they have researched.
3. The syllabus includes activities where students conduct research, evaluate sources, organize information, and practice effective public speaking techniques (e.g., eye contact, gestures, emphasis, transitional expressions, and cohesive devices) in preparation for a formal presentation to the class on an issue or topic.

## Curricular Requirement 13

The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations. (Presentational Mode)

### Required Evidence

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

### Clarifying Terms

**Written Presentational Communication:** written communications to an audience. By the end of the course, students are expected to perform at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*.

### Samples of Evidence

1. The syllabus states that students write essays such as descriptive, narrative, expository, and argumentative through handwriting and/or typing on a series of topics. Students produce drafts and engage in peer-editing prior to receiving teacher feedback on their essays. Students can revise further based on teacher feedback.
2. The syllabus includes activities in which students are required to submit travel blogs to describe their experiences during travel that include pictures and captions.
3. Students design a poster to promote a volunteer opportunity in a Chinese-speaking community, including the type of opportunity, where and when it is offered, the characteristics applicants should have, etc.

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## Curricular Requirement 14

The course prepares students to use the target language in real-life situations.

### Required Evidence

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

### Samples of Evidence

1. The syllabus includes information about a yearlong partnership between students in the course and Chinese high school students that provides regular opportunities for real-life language use.
2. Students create an electronic portfolio with artifacts and documents that demonstrate their language proficiency, cross-cultural awareness, and personal experiences within the target culture.
3. The syllabus states that students attend (in person or by viewing online) lectures, film nights, performances, or other cultural events conducted in Chinese, for which they regularly provide written reviews for the class blog, tweets, and/or brief oral summaries of the events.

## **Curricular Requirement 15**

**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 thematic unit that require students to practice writing by hand.

## **Curricular Requirement 16**

**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.