
Syllabus Development Guide: AP Chinese Language and Culture

The guide contains the following sections and information:

Curricular Requirement	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.
Scoring Components	Some curricular requirements consist of complex, multi-part statements. These particular requirements are broken down into their component parts and restated as “scoring components.” Reviewers will look for evidence that each scoring component is included in your course.
Evaluation Guideline(s)	These are the guidelines used by reviewers to evaluate the evidence in your syllabus. Use these guidelines to determine the level of detail reviewers require to demonstrate how the curricular requirements are met in your course.
Key Term(s)	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.
Samples of Evidence	For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.

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Curricular Requirement	The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in Standards for Foreign Language Learning in the 21st Century (Standards); and at the Intermediate level, as articulated in the ACTFL Performance Guidelines for K–12 Learners. (For Standards descriptions, see the Standards Executive Summary. For Intermediate level performance descriptions, see ACTFL Performance Guidelines for K-12 Learners.)
Scoring Component 1	The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.
Evaluation Guideline(s)	None at this time.
Key Term(s)	Interpretive mode: students’ receptive abilities including the appropriate cultural interpretation of written and spoken language and making inferences based on the information they receive. The interpretive mode focuses on “one-way” reading and listening where there is no recourse to the active negotiation of meaning with the writer or speaker.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus includes students listening to a broadcast, reading an authentic text (e.g. essay, story, newspaper, signs, advertisements, or flyers), or viewing a film clip.2. Students access online sources to read biographical summaries of famous people.3. Students do reading comprehension exercises on topics related to the thematic unit.	

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Scoring Component 2	The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.
Evaluation Guideline(s)	The syllabus must demonstrate that students engage in spontaneous communication. Exchanges in which students answer individual questions posed by the teacher, or in which students perform learned dialogues, are not sufficient evidence.
Key Term(s)	Interpersonal mode: interactive, two-way communication - both spoken and written. The interpersonal mode is characterized by the active negotiation of meaning among individuals.
Samples of Evidence <ol style="list-style-type: none">1. Students interview a native Chinese speaker.2. Students engage in conversations with native Chinese speakers and express views on topics of personal, school and community interest.3. The syllabus explicitly states that students use face-to-face communication and exchange e-mail messages or personal letters.	

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Scoring Component 3	The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.
Evaluation Guideline(s)	None at this time.
Key Term(s)	Presentational mode: involves productive abilities: speaking, writing, and showing. The presentational mode refers to the creation of messages in a manner that facilitates interpretation by listeners or readers, where no direct opportunity for the active negotiation of meaning exists.
Samples of Evidence <ol style="list-style-type: none">1. Students create a travel booklet or restaurant menu and give an oral or written presentation.2. Students apply cultural knowledge in comprehending both spoken and written language.3. Students create a level-appropriate speech or report, produce a newscast or video, narrate personal experiences and current events in a coherent fashion with comprehensible pronunciation and tones.	

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Curricular Requirement	In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.
Scoring Component 4	In addition to communication, the course addresses cultural competence.
Evaluation Guideline(s)	None at this time.
Key Term(s)	Cultural competence: the relationships between the target culture's products, practices, and perspectives. Products are both tangible (tools, books, music and so on) and intangible (laws, conventions, institutions and so on). Practices are the patterns of social interactions within a culture. Perspectives are the values, attitudes, assumptions or reasons that underlie both practices and products.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus lists assignments that help students to develop an awareness of China's role in issues of global importance, such as energy and environment, economics and politics.2. The syllabus includes an introduction to topics such as Chinese contributions to philosophical thought, government institutions, and artistic pursuits (e.g., calligraphy, painting, literature, music, folk arts and culture).3. The syllabus includes an introduction of Chinese geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs.	

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Curricular Requirement	In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.
Scoring Component 5	In addition to communication, the course addresses connections to other school disciplines.
Evaluation Guideline(s)	If the syllabus includes a variety of interdisciplinary activities or assignments that expose students to the relationships between Chinese language and culture and other disciplines such as music, art, science, history and literature, then evidence is sufficient.
Key Term(s)	Connections: acquisition, reinforcement, and furthering of knowledge of other school disciplines (such as social studies, science, literature, and art) and distinctive viewpoints that are only available through the target language and culture.
Samples of Evidence <ol style="list-style-type: none">1. Students identify famous Chinese figures and their contributions.2. Students use the internet to search for information on Chinese food recipes.3. The instructor conducts a class discussion on the issue of Chinese population.	

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Curricular Requirement	In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.
Scoring Component 6	In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.
Evaluation Guideline(s)	None at this time.
Key Term(s)	Comparisons: understanding the nature of the target language and culture through comparison with the students' own language and culture. Comparison promotes insight into the nature of language and culture and appreciation for cultural diversity.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus states, "Students compare patterns of behavior and interactions in various cultural settings."2. The syllabus includes an assignment in which students compare nuances of meanings of words, idioms, and expressions in the Chinese language and their own.3. The syllabus states, "Students analyze why certain products are significant in Chinese culture while different products have gained prominence in other cultures."	

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Curricular Requirement	In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.
Scoring Component 7	In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.
Evaluation Guideline(s)	None at this time.
Key Term(s)	Broader communities: use of the target language both within and beyond the school setting. Students are encouraged to become life-long learners by using their language for personal enjoyment and enrichment.
Samples of Evidence <ol style="list-style-type: none">1. Students gather information using various authentic sources.2. Students present information about the Chinese language and culture to others.3. Students interact with Chinese speaking members of the local community to learn how they use Chinese in their work.	

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Curricular Requirement	The teacher uses Chinese almost exclusively in class and encourages students to do likewise.
Scoring Component 8	The teacher uses Chinese almost exclusively in class and encourages students to do likewise.
Evaluation Guideline(s)	A direct statement that the course is conducted only in Chinese is sufficient evidence. The syllabus must provide clear evidence that the course is conducted almost exclusively in the target language. The most explicit evidence would be a specific statement to that effect.
Key Term(s)	Almost exclusively: with the exception of administrative procedures, the instructor facilitates all classroom activities so that Chinese is used almost exclusively in class.
Samples of Evidence <ol style="list-style-type: none">1. Students discuss the content of the Language Pledge and sign it during the first several weeks of the class.2. The syllabus includes an explanation of how the class operates as a full immersion experience.3. In the scoring rubric, the syllabus explains how students' grades are impacted by the degree to which they use Chinese.	

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Curricular Requirement	Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment, for example, the fundamental aspects of daily life in China, Chinese family and societal structures, and national and international issues.
Scoring Component 9	Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.
Evaluation Guideline(s)	None at this time.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. Students must rewrite a Chinese story into a skit and act it out in groups.2. Students take a trip to Chinatown for cultural exposure.3. The syllabus includes an assignment in which students research a specific cultural topic on Chinese.	

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Curricular Requirement	Assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.
Scoring Component 10	Assessments are frequent.
Evaluation Guideline(s)	None at this time.
Key Term(s)	None at this time.
Samples of Evidence	
<ol style="list-style-type: none">1. The course description of the syllabus includes daily performance observations.2. The course description of the syllabus includes weekly quizzes or tests.3. The course description of the syllabus includes a midterm examination.	

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Curricular Requirement	Assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.
Scoring Component 11	Assessments are varied.
Evaluation Guideline(s)	None at this time.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. Students are given timed listening comprehension tests with multiple-choice questions.2. Students are given unannounced thematically related speaking tasks.3. Students write on topics related to a unit's theme within limited time frames.	

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Curricular Requirement	Assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.
Scoring Component 12	Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.
Evaluation Guideline(s)	None at this time.
Key Term(s)	None at this time.
Samples of Evidence	
<ol style="list-style-type: none">1. For group projects, students are graded as a group and as an individual based on the rubric given prior to the project.2. The syllabus states that students are given a rubric of how a written assignment will be graded prior to the due date.3. In the assignments section, the syllabus includes descriptions of how final grades will be determined such as: homework assignments 20%, class activities 30%, weekly quizzes 20%, 3 major unit tests 30%.	

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Curricular Requirement	The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.
Scoring Component 13	The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.
Evaluation Guideline(s)	None at this time.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. Students use a variety of authentic materials such as plays, poetry, fiction, non-fiction, and Chinese educational system textbooks.2. Students spend one hour each week at the language lab using the audio and visual materials provided for them there.3. The syllabus cites a wide variety of materials such as textbooks, movies and television shows, online materials, and newspapers.	

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Curricular Requirement	The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.
Scoring Component 14	Teachers scaffold students' experiences with texts generally used by Chinese speakers.
Evaluation Guideline(s)	Although no explicit scaffolding strategies may be mentioned, evidence is sufficient if the activities associated with the materials can reasonably be expected to support the comprehensibility of the materials for the students.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus provides authentic materials to help students build their word knowledge or schema.2. The syllabus includes guided questions that help students grasp the main ideas of targeted areas.3. The syllabus includes a variety of strategies such as paraphrasing, summarizing, predicting, inferring, discussing, and recapping while scaffolding students' experiences.	

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Curricular Requirement	The course teaches students to develop both communication and language learning strategies, such as inferring meaning either through sociocultural context or linguistic features.
Scoring Component 15	The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.
Evaluation Guideline(s)	If the syllabus includes a few types of activities (e.g., pair work, discussions, group projects), then evidence is sufficient. If the syllabus states that communication strategies are taught, then this component is met. In the absence of explicit communication strategies, evidence is sufficient if it can be inferred from other activities that students will develop these strategies.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. Students restate partner's ideas or thoughts while designing an itinerary for a trip to China.2. Students confirm information among group members during group discussion.3. Students paraphrase what they hear before expressing their own opinions on a certain topic.	

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Curricular Requirement	The course teaches students to develop both communication and language learning strategies, such as inferring meaning either through sociocultural context or linguistic features.
Scoring Component 16	The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.
Evaluation Guideline(s)	If the syllabus states that language learning strategies are taught, then this component is met. In the absence of explicit language-learning strategies, evidence is sufficient if it can be inferred from other activities that students will develop these strategies.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. Students use the current vocabulary bank to express ideas that may have an exact counterpart in Chinese.2. Students listen for the gist holistically and do not get stuck by single discrete vocabulary or expressions.3. Students make meaningful associations between character writing and radicals or among the components of each character.	

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Curricular Requirement	The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of his or her learners.
Scoring Component 17	The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.
Evaluation Guideline(s)	Evidence is sufficient if the instructor includes evidence of structured cooperative learning activities in the Course Planner, Weekly Schedule, or the equivalent in the syllabus. Evidence of these activities includes, but is not limited to, role-plays, interviews, surveys, information gap, information exchange, group projects, and others that provide step-by-step instructions for the completion and mastery of a certain tasks.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus includes activities for role plays and debates.2. The syllabus includes a statement that the instructor implements an information exchange activity by designing conversations based on daily life activities.3. The syllabus includes a statement that the instructor implements group discussion activities by engaging students in conversation, providing and obtaining information, exchanging opinions on a certain topic.	

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Curricular Requirement	The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of his or her learners.
Scoring Component 18	The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.
Evaluation Guideline(s)	None at this time.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. The syllabus includes a game involving different language skills.2. The syllabus includes a statement that discussion is conducted in various sizes of groups.3. The syllabus includes a statement that students work within groups of different levels of proficiency.	

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Curricular Requirement	The course provides students with opportunities to develop both Chinese handwriting skills and word processing skills in Hanyu Pinyin or Bopomofo.
Scoring Component 19	The course provides students with opportunities to develop Chinese handwriting skills.
Evaluation Guideline(s)	None at this time.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. Students are given opportunities to display their handwriting.2. Students write in quizzes, tests, or homework by hand.3. Students write on the blackboard to show correct stroke order.	

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Curricular Requirement	The course provides students with opportunities to develop both Chinese handwriting skills and word processing skills in Hanyu Pinyin or Bopomofo.
Scoring Component 20	The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.
Evaluation Guideline(s)	None at this time.
Key Term(s)	None at this time.
Samples of Evidence <ol style="list-style-type: none">1. Students type in Hanyu pinyin or Bopomofo.2. Students select the correct characters while developing typing skills.3. Students practice typing in compounds.	