

## AP Chinese Language and Culture Syllabus

AP Chinese is a full-year course that covers the equivalent of the fourth semester of a college Chinese course. It includes aural/oral skills, reading comprehension, grammar, and composition. The AP Chinese Language and Culture course is designed to provide students with varied opportunities to further develop their proficiency across the three communicative modes: interpersonal, interpretive, and presentational. It also addresses the five goal areas of communication, culture, connections, comparisons, and communities as outlined in the *National Standards for Foreign Language Education*.

Developing appreciation and awareness of the Chinese cultures is an integral theme throughout the AP Chinese course. The course engages students in an exploration of both contemporary and historical Chinese culture. Course content reflects intellectual interests shared by the students and the teacher, such as careers, teen life, famous people, technology, and social change.

Instructional materials include signs, advertisements, posters, video clips, films, news broadcasts, announcements, and written texts adapted from newspapers, magazines, literature, and reports. As some of these materials may be beyond the linguistic grasp of students, their engagement with the materials is scaffolded when necessary to better provide access. The teacher's delivery of the course in Chinese is similarly scaffolded. Students are encouraged to use Chinese as they engage in the content and language learning strategies.

Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. The course provides students with maximum exposure to authentic culture and language. Students gain necessary knowledge of the Chinese language including vocabulary, idiomatic expressions, and grammatical structures. Students apply their growing cultural knowledge to communicative tasks in real-life contexts. They also develop the ability to speak and write in a variety of discourse styles, using both keyboarding and handwriting skills, to an audience of listeners and readers.

### COURSE OUTLINE AND TIME ALLOCATIONS

The topics of study listed below are taught consistently throughout the school year. They are interwoven into the fabric of the course.

#### Quarter 1

Unit 1. Teenage Life/Self and Global Community . . . . . 22 days

Unit 2. Famous People . . . . . 23 days

#### Quarter 2

Unit 3. Interests and Careers . . . . . 22 days

Unit 4. Technology . . . . . 23 days

#### Quarter 3

Unit 5. Wellness . . . . . 22 days

Unit 6. Societal and Economic Changes . . . . . 23 days

#### Quarter 4

Review Project: Create a class website including all the topics covered in this school year. Each student will contribute to enrich different of the website contents . . . . . 22 days

AP Test Review . . . . . 23 days

**Total days . . . . . 180 days**

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### Unit 1. Teenage Life / Self and Global Community

Throughout this thematic unit, students experience cultural and social activities common to a student of similar age in China, such as holiday celebrations, school life, popular music, and pastimes. Students engage in real-life contexts to discuss what life is like today as a teenager in China and in the United States, sharing similarities and differences with their parents' experiences.

STUDENT OUTCOMES	ACTIVITIES/RESOURCES	ASSESSMENTS
1.1 Share personal preferences and feelings with explanations 1.2 Research and summarize teenage life of famous people (reading) 1.3 Relate a personal story incorporating description and details 2.1 Describe and explain the concept of hierarchy as part of family structure in Chinese-speaking communities 2.2 Discuss attitudes students have in common toward school work, driving, working during the school year, etc. 2.2 Explain how famous people reflect basic values of Chinese-speaking culture	<ul style="list-style-type: none"> <li>• Paired discussions</li> <li>• Class discussions</li> <li>• Selected readings of famous people</li> <li>• E-mail messages</li> <li>• Scrapbooks</li> <li>• “All about me or my friend in China” Project</li> <li>Image you were a Chinese teenager or image you has a Chinese friend.</li> </ul> <p>* See the choice board for details</p>	<ul style="list-style-type: none"> <li>• Participation in paired and class discussions</li> <li>• Responses to questions</li> <li>• Summaries of readings</li> <li>• Vocabulary tests</li> <li>• Oral reports</li> <li>• Narrations and personal stories</li> <li>• Project presentation</li> <li>• My personal life story</li> </ul>

#### Suggested Topics Include:

- Traditional Chinese family structure
- Changes with one child policy
- Filial piety, considered the first virtue in Chinese culture (Confucian and family value to Chinese)
- The relationship between parents and children / Chinese views of education
- The lifestyles of Chinese teenagers / Balancing old traditions and new options
- School life and after school activities
- Social issues, music, fashion, dating etc.

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### Unit 2. Famous People

Throughout this thematic unit, students examine the role and significance of the contributions of Chinese culture in today's world. Students study major Chinese contributions and historical figures in a variety of fields (science, the arts, entertainment, literature, inventions), and they discuss what makes a person famous. Students discuss the advantages and disadvantages of being famous and they provide their opinions about the desirability of being famous some day.

STUDENT OUTCOMES	ACTIVITIES/RESOURCES	ASSESSMENTS
1.1 Debate the positive and negative aspects of fame 1.2 Read and make inferences about well-known Chinese and their contributions to Chinese culture and/or the world 1.3 Highlight the achievements and contributions of famous Chinese 2.1 Analyze how the influence of famous people contributes to cultural practices 2.2 Compare historical figures from the United States and China	<ul style="list-style-type: none"> <li>• Paired discussions</li> <li>• Class discussions</li> <li>• Myths and legends</li> <li>• National heroes</li> <li>• Mock interviews</li> <li>• Research famous people</li> <li>• Create website for a famous person</li> <li>• Research one of the famous people from one of the categories, such as history, arts, literature and then create a face book website for him/her. You should be able to answer all questions about the figure.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in paired and class discussions</li> <li>• Responses to questions</li> <li>• Summaries of readings</li> <li>• Vocabulary tests</li> <li>• Oral reports</li> <li>• Mock interviews</li> <li>• Article writing</li> <li>• Website design and presentation</li> </ul>

#### Suggested Topics Include:

- Famous person in the news / How do they became famous
- Famous people from different professions and their contributions
- Inventors and their inventions
- Famous quotes from famous people
- Fame and privacy protection
- The advantages and disadvantages of being famous

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### Unit 3. Interests and Careers

Throughout this thematic unit, students examine and evaluate their talents and interests in making future career choices. Students explore characteristics of their chosen career, such as education required, job market considerations, income, hours, location, etc., and what impact a chosen career will have upon their personal lives. They also investigate the role that work plays in the lives of people in the United States as compared to China. Students create a personal definition of what it means to be successful in their chosen field.

STUDENT OUTCOMES	ACTIVITIES/RESOURCES	ASSESSMENTS
1.1 Share personal preferences and feelings with explanations 1.2 Research and summarize information about particular career choices 1.3 Define an ideal career or profession 2.1 Describe and explain comparisons in preparation for particular careers in the United States and China 2.2 Analyze attitudes toward work and career in the United States and China	<ul style="list-style-type: none"> <li>• Paired discussions</li> <li>• Class discussions</li> <li>• Interest inventories</li> <li>• Mock job interviews</li> <li>• Advertisements for listings in a job fair</li> <li>• Guest speakers from various career areas</li> <li>• Completing a chart detailing career preparation, requirements, benefits, and responsibilities</li> <li>• Reporting on one's part time job experience</li> <li>• Comparing career preferences in United States and China.</li> <li>• Project on the current job market trends</li> <li>• Exploring the impact of career selection on personal life</li> <li>• Filling out job application forms</li> <li>• Resume/personal bio data writing</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in paired and class discussions</li> <li>• Responses to questions</li> <li>• Summaries of readings</li> <li>• Vocabulary tests</li> <li>• Oral reports</li> <li>• Job applications</li> <li>• Mock interviews</li> <li>• Essays</li> <li>• Choice board project</li> <li>• Argumentative writing on balancing work, and personal life</li> </ul>

#### Suggested Topics Include:

- Hobbies and interests compared to those of Chinese teenagers
- Career preparation, requirements, benefits, and responsibilities
- Preparation for a job interview
- Job market trends
- Impact of work on personal life

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### Unit 4. Technology

Throughout this thematic unit, students examine how the new technologies influence the traditional way of Chinese society. Students will also explore the new technology in communication and searching information.

STUDENT OUTCOMES	ACTIVITIES/RESOURCES	ASSESSMENTS
1.1 Discuss the influence of communication tools on Chinese society	<ul style="list-style-type: none"><li>• Paired discussions</li><li>• Class discussions</li><li>• Research about hacker invading between countries</li><li>• Generation of and replies to emails about certain topics</li><li>• Exploration of popular internet sites in China</li><li>• Use of Chinese search engine</li></ul>	<ul style="list-style-type: none"><li>• Participation in paired and class discussions</li><li>• Responses to questions</li><li>• Summaries of readings</li><li>• Vocabulary tests</li><li>• Oral reports</li><li>• Discussion of research</li><li>• Email writing</li></ul>
1.2 Analyze and interpret information about the role of communication tools in daily life in China		
1.3 Present information about societal changes as a result of new technologies		
2.1 Highlight societal changes in the United States and China as a result of new technologies		
2.2 Analyze and explain new technologies in China		

#### Suggested Topics Include:

- Traditional ways of communication in Chinese society
- Influence of the internet and cell phones in Chinese society
- Societal changes as a result of new technology.
- Hardware and software development of new technology in China
- Impact of Chinese culture and perspectives on technological progress in Chinese society

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### Unit 5. Wellness

Throughout this thematic unit, students explore both traditional and alternative forms of medicine as well as the ethical implications surrounding health care. Through this exploration of health and medicine students will compare healthcare systems in the United States with those in Spanish-speaking countries.

STUDENT OUTCOMES	ACTIVITIES/RESOURCES	ASSESSMENTS
1.1 Discuss the concept of wellness and ways it is practiced in the United States and in China 1.2 Analyze and interpret information about health care, traditional medicine, new medical advances, and balance in Chinese culture 1.3 Write arguments to support claims in analysis of traditional healthcare in relationship to new advances in medicine 2.1 Analyze and explain how the concept of balance is reflected in Chinese culture 2.2 Analyze and explain how Chinese culture has contributed to the advancement of medicine and has provided for alternative medicines in the United States	<ul style="list-style-type: none"> <li>• Paired discussions</li> <li>• Class discussions</li> <li>• Comparing the advantages of modern medicine and traditional Chinese medicine</li> <li>• Researching Chinese medicinal herbs and acupuncture</li> <li>• Comparing alternative medicines of US and traditional Chinese medicine</li> <li>• Researching the medical insurance system in China, Taiwan and United State</li> <li>• Watching videos about Chinese traditional treatments</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in paired and class discussions</li> <li>• Responses to questions</li> <li>• Summaries of readings</li> <li>• Vocabulary tests</li> <li>• Oral reports</li> <li>• Argument writing</li> <li>• Presentation of Chinese medicine</li> </ul>

#### Suggested Topics Include:

- Traditional health care in China
- Home remedies
- New medical advances

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### Unit 6. Societal and Economic Changes

Throughout this thematic unit, students examine current Chinese political, social, and cultural topics. Students learn about current events through web-based articles in newspapers, magazines, and other media.

STUDENT OUTCOMES	ACTIVITIES/RESOURCES	ASSESSMENTS
1.1 Express and defend personal opinions on economic changes in China and on the international level	<ul style="list-style-type: none"> <li>• Paired discussions</li> <li>• Class discussions</li> <li>• Vocabulary list and language structures</li> <li>• Selected readings on web-based economic &amp; Societal information</li> <li>• Selected broadcasts on web-based TV &amp; radio</li> <li>• Student presentations on weekly current events</li> <li>• Discuss the benefits and problems of economic development</li> <li>• Viewing and interpreting selected “before &amp; after change” photos or other images</li> <li>• Completing “before &amp; after change” Venn Diagrams.</li> <li>• Expository writings – explaining today’s urban-rural inequality issues</li> <li>• Exploring the impacts of the economic development on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in paired and class discussions</li> <li>• Responses to questions</li> <li>• Summaries of readings</li> <li>• Vocabulary tests</li> <li>• Oral reports</li> <li>• Making sentences using new language structures</li> <li>• Listening comprehension test</li> <li>• Argumentative writings-defending the benefits of economic reform and development</li> </ul>
1.2 Summarize broadcasts and readings		
1.3 Present information about societal changes in rural and urban areas in China		
2.1 Analyze and explain how societal changes in rural and urban areas in China reflect both traditional and changing values		
2.2 Analyze and explain how economic changes in China reflect both traditional and changing values		

#### Suggested Topics Include:

- China is a world's major economic power
- Economic reform and development
- Problems related to rapid economic growth
- Social changes and issues in China
- Current events

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## RUBRICS

### Upper-Level Presentational Speaking Tasks—Analytic Rubric

#### Task Completion

- 1 — Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive.
- 2 — Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.
- 3 — Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail.
- 4 — Superior completion of the task; content is rich; ideas developed with elaboration and detail.

#### Comprehensibility of Message

- 1 — Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 — Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 — Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 — Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

#### Level of Discourse

- 1 — Use of complete sentences, some repetitive; few cohesive devices.
- 2 — Emerging variety of complete sentences; some cohesive devices.
- 3 — Variety of complete sentences and cohesive devices.
- 4 — Variety of complete sentences and cohesive devices; emerging paragraph-length discourse.

#### Fluency

- 1 — Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
- 2 — Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
- 3 — Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
- 4 — Speech sustained throughout with few pauses or stumbling.

#### Vocabulary

- 1 — Inadequate and/or inaccurate use of vocabulary
- 2 — Limited range of vocabulary; use is sometimes inaccurate and/or inappropriate.
- 3 — Varied range of vocabulary; use is generally accurate and appropriate; a few idiomatic expressions.
- 4 — Wide range of vocabulary; use is generally accurate and appropriate, including some idiomatic expressions.

#### Language Control

- 1 — Emerging use of basic language structures.
- 2 — Emerging control of basic language structures.
- 3 — Control of basic language structures.
- 4 — Control of basic language structures with occasional use of advanced language structures.

Resource: PALS: Performance Assessment for Language Students at  
[http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uspk\\_an.htm](http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uspk_an.htm)



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### Upper-Level Writing Tasks—Analytic Rubric

#### Task Completion

- 1 — Minimal completion of the task; content is extremely superficial; ideas are repetitive and/or irrelevant; paragraphing is haphazard.
- 2 – 3 Partial completion of the task; content is superficial; ideas are sometimes repetitive and/or irrelevant; paragraphing is generally inappropriate.
- 4 – 5 Completion of the task; content is adequate; ideas are relevant; paragraphing is appropriate.
- 6 — Completion of the task; content is adequate; ideas are relevant; paragraphing is appropriate.

#### Comprehensibility

- 1 — Text is barely comprehensible, requiring frequent interpretation on the part of the reader.
- 2 — Text is mostly comprehensible, requiring some interpretation on the part of the reader.
- 3 — Text is comprehensible, requiring minimal interpretation on the part of the reader.
- 4 — Text is readily comprehensible, requiring no interpretation on the part of the reader.

#### Level of Discourse

- 1 — Predominant use of single-clause sentences with a few multi-clause sentences, little or no linkage between sentences.
- 2 — Blend of single-clause and multi-clause sentences with mostly coordinating clauses and an occasional subordinating clause, limited use of cohesive devices.
- 3 — Adequate blend of single-clause and multi-clause sentences with some coordinating clauses and a few subordinating clauses, appropriate use and range of cohesive devices.
- 4 — Variety of single-clause and frequent multi-clause sentences with some coordinating and several subordinating clauses, appropriate use and wide range of cohesive devices.

#### Vocabulary

- 1 — Inadequate range and use of vocabulary.
- 2 – 3 Limited range of vocabulary, use sometimes inaccurate and/or inappropriate.
- 4 – 5 Varied range of vocabulary, use generally accurate and appropriate, a few idiomatic expressions.
- 6 — Wide range of vocabulary use mainly accurate and appropriate, including some idiomatic expressions.

#### Grammar

- 1 — Emerging use of basic language structures and minimal or no use of advanced language structures.
- 2 – 3 Emerging control of basic language structures with some advanced language structures.
- 4 – 5 Control of basic language structures and emerging use of advanced language structures.
- 6 — Control of basic language structures and emerging control of advanced language structures.

*Resource: PALS: Performance Assessment for Language Students at*  
[http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uspk\\_an.htm](http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uspk_an.htm)

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## RESOURCES

### 1. Textbooks

- Wei-Ling Wu, Hai-lan Tsai. *Far East Chinese for Youth*. The Far East Book Co., Ltd. 2008.
- Sue-Mei Wu, Yueming Yu, *Chinese Link: Intermediate Chinese*. Pearson Education, 2011.
- Yan Shen, Joanne Shang. *AP Chinese Language and Culture*. Barron's Educational Series, INC.
- Tiggany Fang, *Zhen Bang (真棒)*. EMC Publishing, LLC and LiveABC Interactive Corporation, 2012.
- Xu Jialu, Chen fu, Wang Ruojiang, and Zhu Ruiping. *Harvest: Intermediate Chinese*. Beijing Normal University Publishing Group, 2008.
- Liu Yuehua, Tao-chung Yao, Yaohua Shi, and Nyan-ping Bi. *Integrated Chinese*. Boston: Cheng & Tsui Company, 2006.

### 2. Supplemental Textbooks

- Anderson, Qin-Hong, ed. *Masterworks Chinese Companion: Expressive Literacy Through Reading and Composition*. Boston: Cheng & Tsui Company, 2004.
- Bai, Jianhua, Judy Sung, and Hesheng Zhang. *Across the Straits: 22 Miniscripts for Developing Advanced Listening Skills*. Boston: Cheng & Tsui Company, 1998.
- Chang, Hsiao-yu, Frank F.K. Chang, and Shu-chen. *Chinese Customs and Traditions 2*. Boston: Cheng & Tsui Company.
- Chou, Chih-p'ing, Yan Xia, and Meow Hui Goh. *All Things Considered: Advanced Reader of Modern Chinese*. Princeton: Princeton University Press, 2001.
- Li, Zhenjie. *Newspaper Chinese ABC: An Introductory Reader*. Boston: Cheng & Tsui Company, 1998.
- Liu, Jennifer Li-Chia, and Yan Li. *Encounters: A Cognitive Approach to Advanced Chinese*. Indiana: Indiana University Press.
- Jin, Hong gang, and Debao Xu. *Chinese Breakthrough: Learning Chinese Through TV and Newspapers*. Boston: Cheng & Tsui Company, 1995.
- Jin, Hong gang, Debao Xu, Der-Lin Chao, Yea-Fen Chen, and Min Chen. *Crossing Paths: Living and Learning in China: An Intermediate Chinese Course*. Boston: Cheng & Tsui Company, 2003.
- Jin, Hong Gang, Debao Xu, Songren Cui, Yea-Fen Chen, and Yin Zhang. *Shifting Tides: An Intermediate Chinese Course*. Boston: Cheng & Tsui Company, 2003.
- Practical Audio-Visual Chinese*. Taipei: National Taiwan Normal University, 2000. Spring, Madeline K. *Making Connections: Enhancing Your Listening Comprehension in Chinese*. Boston: Cheng & Tsui Company, 2002.
- Teng, Shou-Hsin, and Yuehua Liu. *Short Chinese TV Plays*. Boston: Cheng & Tsui Company, 2002.
- Teng, Shou-hsin, and Lo Sun Perry. *Taiwan Today: An Intermediate Course*. Boston: Cheng & Tsui Company, 2002.
- Wu, Zhongwei. *Contemporary Chinese*. Sinolingua Press, 2003.

### 3. Multimedia Resources

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Computer-assisted language learning materials are developed to supplement teaching in class and maximize the efficacy of instruction. Newly developed or revised versions of textbooks usually have Web sites and accompanied CD-ROMs.

### 4. Tools for Chinese Learning

#### *Wenlin Software*

<http://www.wenlin.com>

A powerful text reader/editor in all formats that are linked to a large database of vocabulary to assist in learning characters. It also includes advanced level texts.

#### *Clavis Sinica*

<http://www.clavisinica.com/index.html>

Helps intermediate and advanced learners of written Chinese improve their literacy skills in reading unfamiliar texts and memorizing new characters. It combines a Chinese text reader with a comprehensive and cross-referenced Chinese dictionary.

#### *ChiNews*

<http://chinews.hawaii.edu>

Its collected materials are based on audio and video segments of authentic news broadcasts in Chinese. It is a self-study and self-evaluation program that assists students in their development of intermediate and advanced Chinese language listening and reading comprehension skills.

#### *Chinese Annotation Tool*

<http://www-rohan.sdsu.edu/~chinese/annotate.html>

Makes learning to read Chinese easier by automatically marking up the words in a simplified Chinese text that go with their pronunciations and on-line dictionary definitions.

#### *Chinese-Tools.com*

<http://www.chinese-tools.com>

A multifunction learning tool that teaches you Chinese or how to build Chinese Web sites. Includes annotation tools, dictionaries, and converters for pinyin, Unicode, and traditional and simplified Chinese.

#### *Chengo Chinese (乘风汉语)*

<http://elanguage.cn/whychengo/whychengo.php>

Presents vivid interactive situations to unfold Chinese customs and cultures through advanced speech recognition, handwriting recognition technology, and intelligent feedback system.

#### *The On-line Chinese Tools*

<http://www.mandarintools.com>

Provides multifunctions to the following links to reading, character flashcards, Chinese-English dictionary, Chinese names, and western/Chinese calendar converter. materials in a surprisingly time-saving way.

#### *Chinese-English Dictionary*

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<http://www.chinaw.com/chinese/c-edict.htm>

Allows the user to search Pinyin, characters, and English in all directions.

### 5. Online Texts

Archive of Chinese Teaching Materials at Harvard University

<http://www.fas.harvard.edu/~clp/China>

Contains drama, essays, novels, and prose.

*Chinese Reading World*

<http://www.uiowa.edu/~chnsrdng>

Collects readings from elementary to advanced levels along with accompanying audio.

On-line Reading

<http://www.mypcera.com>

Has a magazine-style format, including topics of current interest such as literature, politics, history, technology, etc.