

## Syllabus Development Guide: AP Chinese Language and Culture

**To the AP teacher:** Please take full advantage of this guide. It is designed to support you as you develop your syllabus for the AP Course Audit. The guide contains the following sections and information:

<b>Curricular Requirements</b>	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.	<b>Important Considerations</b>	Aligned with the Evaluation Guidelines, these statements provide advice on the type of evidence your syllabus should include.
<b>Scoring Components</b>	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.	<b>Reference</b>	As appropriate, references to specific sections of the official AP Course Description or other pertinent publications are included here.
<b>Key Terms</b>	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.	<b>Samples of Evidence</b>	For each scoring component, three separate samples of evidence are provided. These statements provide either verbatim samples from actual authorized syllabi or clear descriptions of what acceptable evidence should look like.
<b>Evaluation Guidelines</b>	These are the exact guidelines used by reviewers as they evaluate the evidence in your syllabus. Use these to interpret any requirement you may find ambiguous.		

Curricular Requirements	Scoring Components, Key Terms, Evaluation Guidelines, Important Considerations, References and Samples of Evidence			
<p><b>Curricular Requirement 1:</b> 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.)</p>	<p><b>Scoring Component 1*:</b> 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.</p>			
	<p><b>*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.</b></p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Interpretive Mode:</b> 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.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Evidence of interpretive communicative mode can be demonstrated through students interpreting a broad range of written and oral texts.</p> <p>Students should develop the reading proficiency to be able to identify and summarize main points and important details and make appropriate inferences and predictions.</p> <p>Students should develop their aural proficiency through exposure to contextualized language excerpted or adapted from a wide variety of oral texts.</p>	<p>For more information please see pages 4-5 of the AP Chinese Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	<p>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.</p>	<p>Students access online sources to read biographical summaries of famous people.</p>	<p>Students do reading comprehension exercises on topics related to the thematic unit.</p>	

<p><b>Curricular Requirement 1 (continued):</b> 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.)</p>	<p><b>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.</b></p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Interpersonal mode:</b> Interactive, two-way communication - both spoken and written. The interpersonal mode is characterized by the active negotiation of meaning among individuals.</p>	<p>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.</p>	<p>Evidence of interpersonal communicative mode can be demonstrated through students engaging in two-way interaction, such as conversing face-to-face or exchanging written correspondence.</p> <p>Evidence of the interpersonal communicative mode can be demonstrated through the teacher facilitating students' development of communicative strategies for initiating and sustaining conversation and provides students with significant opportunities to engage in class activities in which an active negotiation of meaning takes place.</p> <p>Students should develop the capacity to respond in culturally appropriate ways to questions on familiar topics.</p>	<p>For more information see page 5 of the AP Chinese Course Description.</p>
	<p>Samples of Evidence</p>			
	Sample 1	Sample 2	Sample 3	
	<p>Students interview a native Chinese speaker.</p>	<p>Students engage in conversations with native Chinese speakers and express views on topics of personal, school and community interest.</p>	<p>The syllabus explicitly states that students use face-to-face communication and exchange e-mail messages or personal letters.</p>	

<p><b>Curricular Requirement 1 (continued):</b> 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.)</p>	<p><b>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.</b></p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Presentational mode:</b> 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.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Students should develop proficiency and ability to write in a variety of settings, types of discourse, styles, and registers.</p> <p>The syllabus can demonstrate evidence of the level of Chinese proficiency of one-way communication through a variety of activities at the intermediate level in both spoken and written language.</p>	<p>For more information see page 5 of the AP Chinese Course Description.</p>
	<p><b>Samples of Evidence</b></p>			
	Sample 1	Sample 2	Sample 3	
<p>Students create a travel booklet or restaurant menu and give an oral or written presentation.</p>	<p>Students apply cultural knowledge in comprehending both spoken and written language.</p>	<p>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.</p>		

<p><b>Curricular Requirement 2:</b> 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.</p>	<p><b>Scoring Component 4: In addition to communication, the course addresses cultural competence.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p><b>Cultural competence:</b> 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.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Evidence of the cultural goal can be evidenced through the syllabus addressing the relationship between the target culture's products, practices, and perspectives.</p> <p>The course should engage students in an exploration of both contemporary and historical Chinese culture.</p> <p>The course should enable students to learn about various aspects of contemporary Chinese society and explores the realm of Chinese societal relationships.</p> <p>The course should introduce students to significant persons, products, and themes in Chinese history.</p>	<p>For more information see page 4 of the AP Chinese Course Description.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
	<p>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.</p>	<p>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).</p>	<p>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.</p>	

<p><b>Curricular Requirement 2 (continued):</b> 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.</p>	<p><b>Scoring Component 5: In addition to communication, the course addresses connections to other school disciplines.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p><b>Connections:</b> 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.</p>	<p>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.</p>	<p>Evidence of communication can be demonstrated through the syllabus stating that students expand their knowledge to other subjects.</p> <p>The syllabus should address other school disciplines in Chinese, rather than in the student's native language.</p> <p>The course should engage students to integrate and further reinforce various topics and concepts learned in other subjects through the use of Chinese language.</p> <p>The course should empower students to acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.</p> <p>The course should enable students to broaden their knowledge, cultivate their interest and support a life-long learning process by connecting with other disciplines.</p>	<p>For more information see page 4 of the AP Chinese Course Description.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
	<p>Students identify famous Chinese figures and their contributions.</p>	<p>Students use the internet to search for information on Chinese food recipes.</p>	<p>The instructor conducts a class discussion on the issue of Chinese population.</p>	

<p><b>Curricular Requirement 2 (continued):</b> 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.</p>	<b>Scoring Component 6: In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Comparisons:</b> 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.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>The course should help students demonstrate understanding of the nature of language and the concept of culture through comparisons of the Chinese language and culture with their own.</p> <p>The course should help students broaden their world view by comparing Chinese cultural products, practices and perspectives with those of their own society.</p> <p>The course should help students move beyond a basic knowledge of the products and practices of Chinese culture to an understanding of how these products and practices reflect a Chinese way of viewing the world.</p> <p>The course should help students to intensify their realization of multiple worldviews and forms of expression.</p>	<p>For more information see page 4 of the AP Chinese Course Description.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus states, "Students compare patterns of behavior and interactions in various cultural settings."</p>	<p>The syllabus includes an assignment in which students compare nuances of meanings of words, idioms, and expressions in the Chinese language and their own.</p>	<p>The syllabus states, "Students analyze why certain products are significant in Chinese culture while different products have gained prominence in other cultures."</p>		

<p><b>Curricular Requirement 2 (continued):</b> 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.</p>	<p><b>Scoring Component 7: In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.</b></p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Broader communities:</b> 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.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Evidence of the communities goal can be evidenced through students using Chinese both inside and outside the school setting.</p> <p>The syllabus can demonstrate communication outside the traditional school environment through activities that incorporate the internet, telephone or regular mail.</p>	<p>For more information see page 4 of the AP Chinese Course Description.</p>
	<p><b>Samples of Evidence</b></p>			
	Sample 1	Sample 2	Sample 3	
<p>Students gather information using various authentic sources.</p>	<p>Students present information about the Chinese language and culture to others.</p>	<p>Students interact with Chinese speaking members of the local community to learn how they use Chinese in their work.</p>		

<b>Curricular Requirement 3:</b> The teacher uses Chinese almost exclusively in class and encourages students to do likewise.	<b>Scoring Component 8: The teacher uses Chinese almost exclusively in class and encourages students to do likewise.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Almost exclusively:</b> With the exception of administrative procedures, the instructor facilitates all classroom activities so that Chinese is used almost exclusively in class.	<p>A direct statement that the course is conducted only in Chinese is sufficient evidence.</p> <p>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.</p>	<p>The syllabus contains a statement about immersion or about exclusive use of the target language or detailed descriptions of classroom practices in Chinese that allow reviewers to infer with confidence that the component is met.</p>	<p>For more information see page 4 of the AP Chinese Course Description.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
<p>Students discuss the content of the Language Pledge and sign it during the first several weeks of the class.</p>	<p>The syllabus includes an explanation of how the class operates as a full immersion experience.</p>	<p>In the scoring rubric, the syllabus explains how students' grades are impacted by the degree to which they use Chinese.</p>		

<p><b>Curricular Requirement 4:</b> 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.</p>	<b>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.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	<p>If the syllabus states that the course prepares the students to demonstrate their level of proficiency at the AP level, the syllabus should include examples of activities to achieve the goal.</p> <p>The course should view Chinese culture in an international context, expose students to perspectives broader than their immediate environment, and integrate Chinese cultural products, practices and perspectives.</p> <p>The course should cover a wide range of cultural themes from students' immediate life to national and international perspectives.</p>	For more information see page 4 of the AP Chinese Course Description.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
Students must rewrite a Chinese story into a skit and act it out in groups.	Students take a trip to Chinatown for cultural exposure.	The syllabus includes an assignment in which students research a specific cultural topic on Chinese.		

<p><b>Curricular Requirement 5:</b> 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.</p>	<b>Scoring Component 10: Assessments are frequent.</b>			
	<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>
	All terminology in the Scoring Component is clear. No clarification is needed.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	<p>There are regular assessments to measure students' oral and writing skills</p> <p>Evidence of frequent assessments can be demonstrated through explicitly linking assessments to the content and skills that comprise the learning goals of each unit of study.</p> <p>Evidence of frequent assessments can be demonstrated through the use of a variety of structured cooperative learning activities for ongoing formative assessment.</p> <p>Evidence can be demonstrated through scaffolding the learning activities throughout the unit to enable student to achieve success on each successive assessment.</p>	For more information see page 6 of the AP Chinese Course Description.
	<b>Samples of Evidence</b>			
	<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
	The course description of the syllabus includes daily performance observations.	The course description of the syllabus includes weekly quizzes or tests.	The course description of the syllabus includes a midterm examination.	

<p><b>Curricular Requirement 5 (continued):</b> 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.</p>	<b>Scoring Component 11: Assessments are varied.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	<p>If the syllabus states that the course prepares the students to demonstrate their level of proficiency at the AP level, the syllabus should include examples of activities to achieve the goal.</p> <p>Evidence can be demonstrated through assessments being used formatively for teachers to gain an understanding of which concepts need to be reinforced in future lessons.</p> <p>Evidence can be demonstrated through timed assessments typical of the AP Exam employed within each unit's context.</p>	For more information see page 6 of the AP Chinese Course Description.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
Students are given timed listening comprehension tests with multiple choice questions.	Students are given unannounced thematically related speaking tasks.	Students write on topics related to a unit's theme within limited time frames.		

<p><b>Curricular Requirement 5 (continued):</b> 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.</p>	<p><b>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.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Evidence can be demonstrated through sharing with students the criteria against which students' work will be judged in advance.</p> <p>The criteria used to evaluate student performances should take the form of rubric that includes functions to be achieved, with very specific descriptions of linguistics and cultural understandings.</p> <p>The criteria should be clear</p>	<p>For more information see page 6 of the AP Chinese Course Description.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>For group projects, students are graded as a group and as an individual based on the rubric given prior to the project.</p>	<p>The syllabus states that students are given a rubric of how a written assignment will be graded prior to the due date.</p>	<p>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%</p>		

<p><b>Curricular Requirement 6:</b> 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.</p>	<p><b>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.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>The syllabus should document a wide array of instructional materials and make frequent and purposeful use of instructional materials.</p> <p>The course should make use of level-appropriate authentic materials.</p> <p>The course should ensure that each unit of instruction includes an array of instructional materials that are selected for their applicability to the unit's learning goal.</p> <p>Evidence can be demonstrated through the use of authentic materials, scaffolding authentic materials, and selecting materials to meet both pedagogical goals and students' needs.</p>	<p>For more information see page 6 of the AP Chinese Course Description.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
	<p>Students use a variety of authentic materials such as plays, poetry, fiction, non-fiction, and Chinese educational system textbooks.</p>	<p>Students spend one hour each week at the language lab using the audio and visual materials provided for them there.</p>	<p>The syllabus cites a wide variety of materials such as textbooks, movies and television shows, online materials, and newspapers.</p>	

<p><b>Curricular Requirement 6 (continued):</b> 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.</p>	<p><b>Scoring Component 14: Teachers scaffold students' experiences with texts generally used by Chinese speakers.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p>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.</p>	<p>If the instructor adapts authentic materials to suit students' experiences and proficiency levels, evidence is sufficient.</p> <p>Evidence can be demonstrated through providing explicit identification of scaffolding strategies.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>The syllabus provides authentic materials to help students build their word knowledge or schema.</p>	<p>The syllabus includes guided questions that help students grasp the main ideas of targeted areas.</p>	<p>The syllabus includes a variety of strategies such as paraphrasing, summarizing, predicting, inferring, discussing, and recapping while scaffolding students' experiences.</p>		

Scoring Component 15: The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.				
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference	
<p><b>Curricular Requirement 7:</b> The course teaches students to develop both communication and language learning strategies, such as inferring meaning either through sociocultural context or linguistic features.</p>	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p>If the syllabus includes a few types of activities (e.g., pair work, discussions, group projects), then evidence is sufficient.</p> <p>If the syllabus states that communication strategies are taught, then this component is met.</p> <p>In the absence of explicit communication strategies, evidence is sufficient if it can be inferred from other activities that students will develop these strategies.</p>	<p>The course should promote communication through participation, expression, clarification, negotiation of meaning, exchanging and understanding. As with the scaffolding strategies mentioned, the best evidence is an explicit description of the communication strategies the instructor employs.</p> <p>The course should explore meaningful and age-appropriate contexts to promote communication to demonstrate sufficient evidence.</p> <p>The course should implement student-centered and interactive activities to demonstrate sufficient evidence.</p> <p>The course should utilize cooperative learning activities that accommodate student interests and individual needs.</p>	<p>For more information see page 7 of the AP Chinese Course Description.</p>
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
<p>Students restate partner's ideas or thoughts while designing an itinerary for a trip to China.</p>	<p>Students confirm information among group members during group discussion.</p>	<p>Students paraphrase what they hear before expressing their own opinions on a certain topic.</p>		

<p><b>Curricular Requirement 7:</b> The course teaches students to develop both communication and language learning strategies, such as inferring meaning either through sociocultural context or linguistic features.</p>	<b>Scoring Component 16: The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	<p>If the syllabus states that language learning strategies are taught, then this component is met.</p> <p>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.</p>	<p>The syllabus should provide a description of the language learning strategies to be taught in the class.</p> <p>The course should stress the importance of interaction as a social issue and Chinese culture as an inseparable component.</p> <p>The course should adapt carefully-selected authentic materials.</p>	For more information see page 7 of the AP Chinese Course Description.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
Students use the current vocabulary bank to express ideas that may have an exact counterpart in Chinese.	Students listen for the gist holistically and do not get stuck by single discrete vocabulary or expressions.	Students make meaningful associations between character writing and radicals or among the components of each character.		

<b>Scoring Component 17: The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.</b>				
<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>	
<b>Curricular Requirement 8:</b> 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.	All terminology in the Scoring Component is clear. No clarification is needed.	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.	Evidence can be demonstrated through the teacher selecting strategies and activities to support students in meeting the course objectives and include explicit descriptions of sample cooperative learning activities.  The clearest evidence will include explicit descriptions of sample cooperative learning strategies the instructors employs, rather than simply stating "students engage in group work." Evidence can be demonstrated through student participation in performance-based activities.  Evidence can be demonstrated through the syllabus providing a variety of structured cooperative learning activities through thoughtful design and clear instruction. Evidence can be demonstrated through students gaining experience with each of the communicative modes and being engaged in constant and meaningful language use.	For more information see page 7 of the AP Chinese Course Description.
	<b>Samples of Evidence</b>			
	<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
The syllabus includes activities for role plays and debates.	The syllabus includes a statement that the instructor implements an information exchange activity by designing conversations based on daily life activities.	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.		

<p><b>Curricular Requirement 8 (continued):</b> 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.</p>	<p><b>Scoring Component 18: The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>The syllabus should include a statement that the instructor recognizes students' potential and respects individual differences, selects common topics and designs tasks that provide opportunities for all students to use the language, maximizes opportunities for students to use the three modes of communication for both learning and assessment, listens to students and promotes a positive and dynamic environment that encourages students to participate.</p>	<p>For more information see page 7 of the AP Chinese Course Description.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>The syllabus includes a game involving different language skills.</p>	<p>The syllabus includes a statement that discussion is conducted in various sizes of groups.</p>	<p>The syllabus includes a statement that students work within groups of different levels of proficiency.</p>		

<p><b>Curricular Requirement 9:</b> The course provides students with opportunities to develop both Chinese handwriting skills and word processing skills in Hanyu Pinyin or Bopomofo.</p>	<b>Scoring Component 19: The course provides students with opportunities to develop Chinese handwriting skills.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	<p>The course should emphasize the importance of character writing.</p> <p>Evidence can be demonstrated through the evidence that students learn to write characters before they begin typing characters.</p> <p>Evidence can be demonstrated by stating that students learn accurate stroke orders and construction of characters and gain an understanding of basic radicals.</p>	No references to external documents are needed for this Scoring Component.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
Students are given opportunities to display their handwriting.	Students write in quizzes, tests, or homework by hand.	Students write on the blackboard to show correct stroke order.		

<p><b>Curricular Requirement 9 (continued):</b> The course provides students with opportunities to develop both Chinese handwriting skills and word processing skills in Hanyu Pinyin or Bopomofo.</p>	<p><b>Scoring Component 20: The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Evidence of developing word processing skills can be illustrated through students learning to use word processor with Hanyu pinyin.</p> <p>Evidence of developing word processing skills can be illustrated through students learning to use word processor with Bopomofo.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
	<p>Students type in Hanyu pinyin or Bopomofo.</p>	<p>Students select the correct characters while developing typing skills.</p>	<p>Students practice typing in compounds.</p>	