Course: Advanced Placement Chinese Language and Culture (Course Number)
Teacher: INSERT First & Last Name
Room: INSERT
School phone: 617-635-8895 x.INSERT
E-mail: INSERT

Classroom: Room number INSERT

Course Description
In alignment with the Massachusetts World Language frameworks, the city of Boston World Language Curriculum Framework and the guidelines set forth by the Educational Testing Services regarding Advanced Placement language courses, the A.P. course is designed to allow students to operate at stage 4 of the activities listed in the six areas of the city curriculum: culture, connecting, listening, speaking, reading and writing. The course is taught at the level of a fourth semester college class. Students are expected to take the Advanced Placement exam offered in May.

Throughout the course, students hone their language skills across the three communicative modes: Interpersonal, Interpretive, and Presentational. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. Other content includes contemporary Chinese society, current events, significant persons/products/themes in Chinese history, the arts and China in an international context. **Students are expected to communicate entirely in Chinese and the class is conducted exclusively in Chinese** (except for when grammar needs to be explained).

Essential Questions
1. What is the impact of China on the United States and the world?
2. How did Chinese culture contribute to Western society?
3. How do China’s natural environment and human and cultural patterns impact the political structure of Chinese society?
4. How does the division of geographical regions reflect China’s ethnic diversity?
5. What are the similarities and differences between varieties of oral Chinese?
6. How has written Chinese reflected social status and political power in China over time?
7. What would it be like to be a high school student in China?
8. How have traditional values and modern concepts been coexisting in Chinese life?
9. How are artistic pursuits a microcosm of Chinese civilization?
10. How can I apply my studies of Chinese and Chinese culture to the 21st century?

Power Standards for AP: Students will be able to do the following in the target language:
- Demonstrate mastery of Power Standards for levels 1, 2, 3 and 4 and sustain skills at level 4.
- Use the target language sustained at stage 4.

21st Century Learning Expectations
Students will know and be able to demonstrate mastery of content and skills by way of the following:
- Reading- Students will utilize higher order thinking skills as they read authentic material from a variety of perspectives, cultures, and disciplines.
- Writing- Students will write competently and creatively, having mastered language conventions including rhetorical, stylistic, and grammatical structures.
- Speaking and Presenting- Students will communicate clearly and effectively in prepared and extemporaneous speech.
- Researching: Students will generate questions and use informed research and technological methodologies to evaluate information and synthesize new and innovative ideas.
- Problem Solving: Students will develop and apply problem solving skills across disciplines and settings.

**Reading Syllabus**
Jia You

**Common Assessments**
In addition to frequent formative assessments, the following will be administered to all students enrolled in this course:
Common Presentational Speaking Assessment at the end of term 2 and end of term 4
Departmental Final Exam in June

**Grading**
Your grades each term will be weighted and based on these criteria as determined by course-specific and school-wide rubrics:
Category 1 __%
Category 2 __%
Category 3 __%
Category 4 __%
Final Grade: 1st term __%, 2nd term __%, 3rd term __%, 4th term __%

**Conduct** (DESCRIBE/LIST expectations)

**Supplies** (INSERT list of necessary supplies, if any)

**Office Hours** (If applicable)

Teacher Name and course _____________________________

**Students and Parents:**
Please read the above information for (course) together, and indicate by your signatures on the reverse of the (color) copy of this syllabus that you understand the purpose, format, and expectations of this course.
Please return the (color) copy to me and keep the white copy for your own reference. Please feel free to see, call, or e-mail me with any questions or problems you might have.
Student:

I have read and I understand the course description and classroom expectations for (course name). I also understand that I will be held accountable for the return of my textbook(s) in June.

Student Name (please print clearly) ____________________________________________
Student signature ____________________________________________________________
Date ____________________________
Student e-mail ________________________________

Parent:

I have reviewed the course description and classroom expectations for (course) with my son or daughter.

Parent name (please print clearly) ____________________________________________
Parent signature ____________________________________________________________
Date ____________________________
Parent e-mail ________________________________
Parent phone/s ________________________________