# AP課程內容與討論其對未來華語教學方向的影響
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1. Courses Under Revision: College Board Press Release 11/09/09
   - AP World Languages
   - AP World History
   - AP Science

2. AP in 2011-12 and Beyond
   - 2011-12: AP French Language and Culture; AP German Language and Culture; AP World History
   - 2012-13: AP Science
   - Beyond: AP Chinese Language and Culture; AP Japanese Language and Culture; AP Spanish Language and Culture (No plan has been made as to when these courses will be launched)

3. AP Courses Review Purposes
   One of the main purposes is to identify desired results of student performance across languages by subject-matter experts to reach consensus on the knowledge, skills, and abilities that should be the focus of the AP course and exam.

4. AP Course & Exam Review Resources
   - 48 Secondary and Post-Secondary Subject-Matter Experts served on six commissions
   - *Standards for Foreign Language Learning in the 21st Century* (Core Concepts)
   - *ACTFL Performance Guidelines for K-12 Learners*
   - College Curriculum Study (course portfolio data from college instructors)
   - College current credit and placement policies
   - Development of Curricular Framework
   - Development of Achievement Level Descriptions

5. Charge to the Commissioner: Ensure that the AP world language courses
   - Embody a coherent conceptual organization
   - Effectively develop language proficiency across the three modes of communication (Interpersonal, Interpretive and Presentational)
   - Effectively integrate cultural competence, connections to other school disciplines, comparisons between the target language and culture and those of the learner, and foster the use of the language within the broader communities beyond the traditional school environment

6. The Evidence-Centered Design
   - Identify the desired results of instruction
   - Determine acceptable evidence for those results
   - Identify learning experiences and instruction to facilitate those results
   - Develop the conceptual framework and content specifications for the ideal, college-level course in the respective disciplines

7. Curriculum and Assessment Framework
   - Specify unambiguous expectations for student learning, or **Claims**, made about what a student should know and be able to do—which will directly inform the development of new, prototype AP Exam questions.
   - Articulate **observable features of Evidence** required to support the *Claims*
   - Create **Achievement Level Descriptions** for AP exam scores and college placement and credit granting

8. Benefits of the AP Course and Exam Review
   - Provides more detailed information about what knowledge, skills, and abilities should be included in the AP course.
   - Provides a set of highly detailed *ALDs* associated with each AP score to help college better place students and enhance confidence in their credit policies.
   - Informs the creation of instructional materials and Professional Development resources

9. The Focus of AP World Language Courses
   - Interpersonal Communication *(Spoken and Written)*
   - Interpretive Communication *(Audio, Visual, Audio-Visual; Written and Print)*
   - Presentational Communication *(Spoken and Written)*
   - Integration of Cultures, Connections, Comparisons, and Communities
   - AP French and German Curriculum Frameworks: Curriculum frameworks available at: www.apcentral.collegeboard.com

10. Changes to the AP World Language Courses: Interpersonal Communication

   *The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.*

   **Primary Objective for Spoken Interpersonal Communication**:
   - The student engages in spoken interpersonal communications
   - The student engages in the oral exchange of information, opinions and ideas in a variety of time frames in formal and informal situations.
   - The student elicits information and clarifies meaning by using a variety of strategies.

- The student states and supports opinions in oral interactions.
- The student initiates and sustains interaction through the use of various verbal and non-verbal strategies.
- The student understands and uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social or political).
- The student demonstrates knowledge and understanding of content across disciplines.

**<u>Primary Objective for Written Interpersonal Communication</u>**:
- The student engages in written interpersonal communications
- The student engages in the written exchange of information, opinions and ideas in a variety of time frames in formal and informal situations.
- The student writes formal and informal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies
- The student states and supports opinions in written interactions.The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands and uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social or political).
- The student demonstrates knowledge and understanding of content across disciplines.

11. Changes to the AP World Language Courses: Interpretive Communication

   *The Interpretive Mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker.*

   **<u>Primary Objective for Spoken Interpretive Communication</u>**:
   - The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
   - The student demonstrates comprehension of content from authentic audio, audio-visual, and visual resources.
   - The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
   - The student understands the purpose of a message and point of view of its author.

- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual and audiovisual resources.
- The student demonstrates critical viewing or listening of audio, visual and audiovisual resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares and reflects on products, practices and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual and audiovisual resources.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social or political).
- The student demonstrates knowledge and understanding of content across disciplines.


**Primary Objective for Written Interpretive Communication:**
- The student synthesizes information from a variety of authentic written and print resources.
- The student demonstrates comprehension of content from authentic written and print resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources
- The student demonstrates critical reading of written and print resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices and perspectives of the target culture(s).The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social or political).
- The student demonstrates knowledge and understanding of content across disciplines.

12. Changes to the AP World Language Courses: Presentational Communication

*The Presentational Mode is characterized by the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning exists.*

**Primary Objective for Spoken Presentational Communication:**
- The student plans, produces and presents spoken presentational communications.
- The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student creates and gives persuasive speeches.
- The student expounds on familiar topics and those requiring research.
- The student uses reference tools, acknowledges sources and cites them appropriately.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social or political).
- The student demonstrates knowledge and understanding of content across disciplines.

**Primary Objective for Written Presentational Communication:**
- The student plans and produces written presentational communications.
- The student produces a variety of creative writings (e.g., original story, personal narrative, script).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student produces persuasive essays.
- The student produces expository writing, including researched reports.
- The student uses reference tools, acknowledges sources and cites them appropriately.
- The student self-edits written work for content, organization and grammar.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social or political).
- The student demonstrates knowledge and understanding of content across disciplines.

13. Achievement Level Descriptors (ALDs): Enhancing in Score Reporting:
- Achievement Level Descriptors are specific statements about what students at different performance levels know and are able to do across the claim categories

- They provide explicit descriptions of what each grade on the AP exam means and will allow for more detailed and meaningful reporting of student performance

## 14. Curriculum Design and Performance Levels:
- Vertical alignment and backward design using Claims, Evidences, and Achievement Levels (1-5) Descriptions
- Measure student performance progress from Novice-Low to Pre-Advanced across 11 Standards:
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Novice          Intermediate          Pre-Advanced →
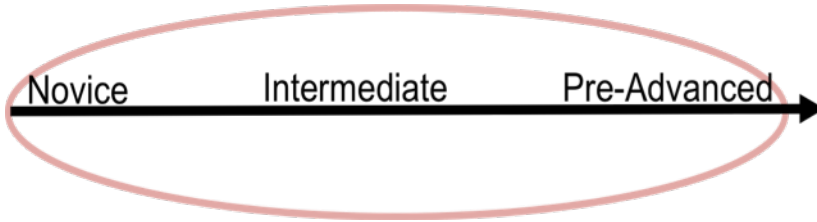
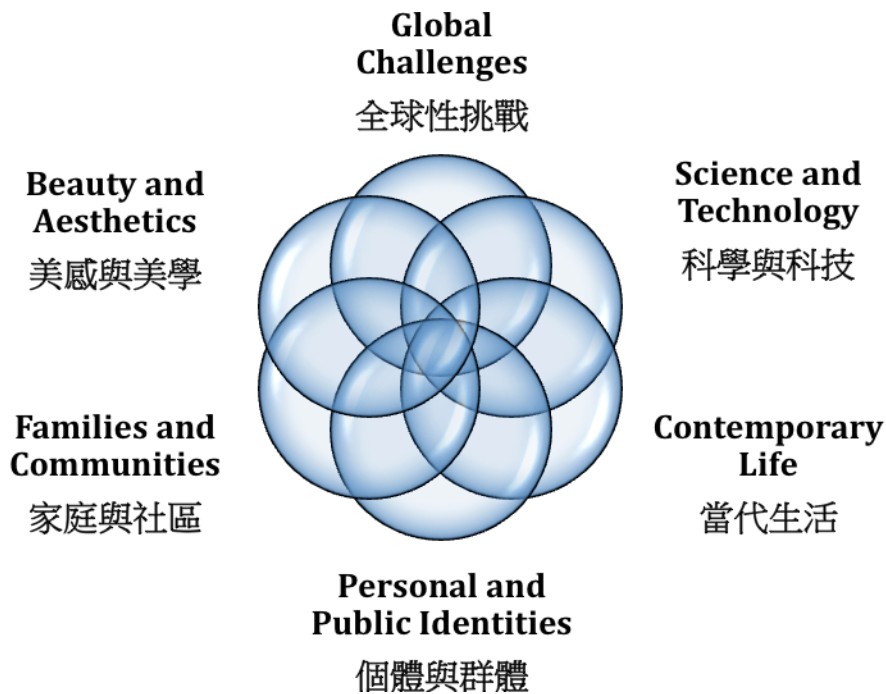## 15. Sample Level Achievement Descriptions (ALDs):

**Level 5 Written Presentational Communications**
- <u>Discourse and development</u>. Students use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain and narrate on a range of familiar topics; integrate content from multiple sources to support their presentation.
- <u>Strategies</u>. Students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
- <u>Language structures</u>. Students use a variety of simple and compound sentences, and some complex sentences in major time frames. Errors do not impede comprehensibility.
- <u>Vocabulary</u>. Students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
- <u>Writing conventions</u>. Students demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.
- <u>Register</u>. Choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
- <u>Cultures, connections and comparisons</u>. Students identify the relationship between products, practices and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social or political features of target culture communities.

**Level 3 Written Presentational Communications**

- Discourse and development. Students use strings of sentences and a few basic cohesive devices to express personal opinions, describe and narrate on familiar topics. They summarize content from sources to support their presentation.
- Strategies. Self-editing is occasionally successful.Language structures. Students produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
- Vocabulary. Students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
- Writing conventions. Use of standard conventions of the written language (e.g., capitalization, orthography, accents) is inconsistent, which may cause confusion for the reader.
- Register. Choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
- Cultures, connections and comparisons. Students identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They also are able to identify a few geographic, historical, artistic, social or political features of target culture communities.
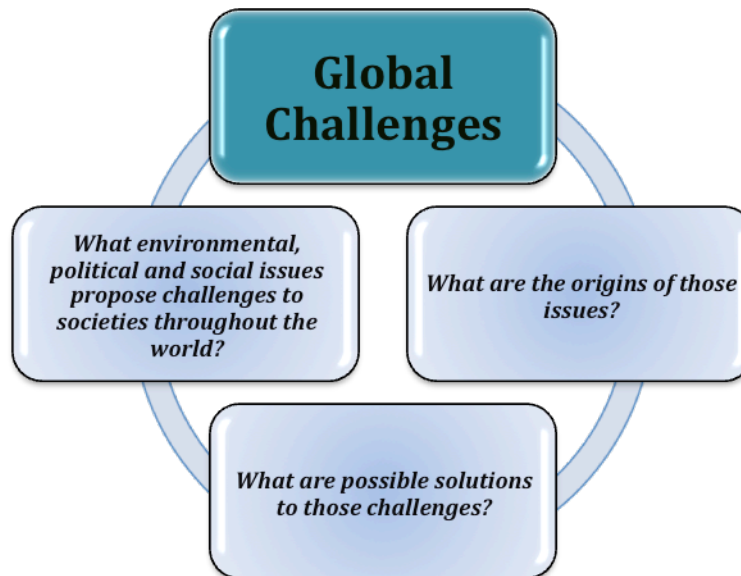
16. Designing Instruction: *A Thematic Approach*

*Overarching Essential Questions: Grades 6-8*

**Global Challenges**

How do attitudes towards the environment (transportations, recycling, energy) differ among other cultures?

What is my role in protecting the environment?

How do environmental changes affect how people live and what they do?

*Overarching Essential Questions: Grades 9-12*

**Global Challenges**

What environmental, political and social issues propose challenges to societies throughout the world?

What are the origins of those issues?

What are possible solutions to those challenges?

**Suggested Sub-themes for Global Challenges**
- economic growth
- climate change
- endangered species
- environmental issues
- food acquisition and safety
- geography
- habitats
- immigration issues
- international trade
- managing natural resources
- peace
- philosophical thought and religion
- pluralism
- politics
- population
- protecting resources
- recycling
- rights and responsibilities
- war

## 17. AP World Languages Curriculum Framework: Implications
- Backward Design and Evidence-Centered Design:
- First, identify with specificity the knowledge, skills and abilities that should be taught in a college-level class—claims, performance achievement descriptions in AP curriculum framework. (AP → Pre-AP (Chinese IV, III, II, I)
- After this precise definition, the method then guides teachers in creating incremental assessments and learning activities that best promote those goals. (Vertical Articulation)
- Design grade-level appropriate instructional units addressing the standards and learning outcomes specified in the curriculum framework
- Provide rigorous student-centered learning experiences

## 18.  Designing Instruction: A *Sample unit*

**Course Theme**: Contemporary Life—comparing life and cultures in the students' native culture and the target culture studied.

**Recommended contexts**: pop culture, leisure

**Instructional strategies**:
- After reviewing a variety of Web sites, pamphlets and other authentic material containing information and advertisements about leisure activities in Taipei—e.g., *karaoke, new restaurants, US fast food*

*restaurants, concerts, online shopping, movies, night markets, care-for-health activities*（養生之道）, students work in pairs or triads to determine which activities they find culturally most interesting.
- Each student has reviewed a different set of information and will explain to one another how contemporary Chinese culture is reflected in each leisure activity.

**Formative assessments**:
- Students complete a graphic organizer with information gathered from the materials they have reviewed, such as create a guide for online shopping, popular types of movies shown, a night market scene, …

**Integrated performance assessment or summative assessment**:
- Each group gives a report on the pop culture studied and its significance
- Students use the information to discuss the differences on how leisure time is spent in the two cultures in terms of different (or similar) views of quality of life in the native and target cultures.