

# Metropolitan Business Academy

## Chinese III Course Syllabus

### Teacher Contact Info:

Teacher Name: Griffin 老师

Email Address: [CHIA-LIEN.GRIFFIN@nhboe.net](mailto:CHIA-LIEN.GRIFFIN@nhboe.net)(This is where all projects/assignments can be shared)

Phone: (475)220-7700

After School Hours: Thursday from 2:15 p.m. to 3:15 p.m.

### Course Overview:

- The Level III year is composed of 4 large main units. It is anticipated that Griffin 老师 might do some review at the beginning of the year, all the review is to spiral to the use of past functions and vocabulary into the curriculum. The recommended pace would be one unit per quarter.

### Course Standards: (list)

Below you will find the significant tasks we will complete in Chinese III during the school year.

Title of task with description and standards you need to complete as well as 21st Century

Competencies included.

### World Languages Content Standards:

<b>Interpersonal Communication</b> #1	Learners interact and negotiate meaning in spoken, signed, or written conversation, reaction, opinions and feelings.
<b>Interpretive communication</b> #2	Learners understand, interpret, and analyses what is heard, read or viewed on a variety of topics.
<b>Presentational communication</b> #3	Learners present information, concepts, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

**Performance Tasks Chart:**

<p><b>Title</b></p> <p><u>*My Personal Heroes</u></p>	<p><b><u>Presentational</u></b></p> <p>Students will present to the class about one or two of their personal heroes to the class (one past, one present), including name, where and when they were born, what they do, and why they are a hero. (personal attributes) Score with simple presentational speaking rubric, included.</p> <p><b>Trimester 1</b></p>	<p><b>Content</b></p> <p>Standards met by Performance #1,3</p>	<p>21st Century Competencies met by Performance Task #3,4,5</p>
<p><u>*My Personal Heroes</u></p>	<p><b><u>Presentational Writing Assessment:</u></b></p> <p><b>My Hero(es)</b> Students will write an essay in support of or against (or some combination) of one the following claims:</p> <ol style="list-style-type: none"> <li>1. Anyone can be a hero.</li> <li>2. Heroes have no personality flaws.</li> <li>3. Heroes must be physically strong.</li> <li>4. True heroes never use violence.</li> </ol> <p>Score with NHPS Presentational Writing Rubric.</p> <p><b>Trimester 1/2</b></p>	<p>#1, 3,</p>	<p>#2,3,4,5</p>
<p><u>*Public Health Issues</u></p>	<p><b>- Presentational Writing/Speaking Assessment</b></p> <p>TASK:</p> <p>Students will create an infographic, poster, PPT, etc. convincing the public (like a Public Service Announcement) what they should do in order to address a particular health issue. This can be the health issue they have been studying or a health issue they choose on their own. This item could be offered to the local clinic or other community center for use by the native speakers. Score with rubric included on handout below.</p> <p><b>Native speaker modification:</b>Students must choose a topic different from what they have been learning in class, such as smoking cessation, benefits of exercise, benefits of sleeping, benefits of healthy eating, etc.</p>	<p>#1,3,</p>	<p>#2,3,4.5</p>

	<b>Trimester 2</b>		
<p>* <u>Shopping Spree</u></p> <p><u>Shopping Review</u></p>	<p><u>Presentational Speaking:</u> Students have \$1000 (in target culture money) and have to research online where they can get the most for their money in the target culture. They have to buy a minimum of 6 things. They have to create a poster/PPT/other visual to support an oral presentation about what they WILL buy. Students present to the class. Score with rubric included in Assessment details.</p> <p><u>Presentational Writing:</u></p> <ol style="list-style-type: none"> <li>1. Write a review for a product you bought online. Topics should include why you like/don't like, if you would recommend it, and why someone else should/should not buy it in the future.</li> <li>2. Write about a shopping experience you had. Topics should include where you bought it, what you bought, why you like/don't like it, why someone else should/not shop at that store in the future.</li> <li>3. Create your own product and write a convincing essay about the product and why people should buy it. Topics should include a description of the product and why it is better than products you have used in the past and the competition.</li> <li>4. Write about the advantages and disadvantages of buying sneakers (or any product) online.</li> </ol> <p><b>Native speaker modification:</b></p> <ol style="list-style-type: none"> <li>1. Write about any of the above, with more detail. Instructions will be provided.</li> <li>2. Write about the benefits of having a custom-made clothing versus store-bought clothing (prom dress, suits, etc.)</li> </ol>	#1,3	#1,2,3,4
	<b>Trimester 3</b>		
<p>* <u>Visual Arts</u></p>	<p><b>Presentational</b></p> <p><u>Research-based Presentational Writing:</u> Students will research a particular artist and create a one-page visual (poster, slide, Glogster, etc.) that includes:</p>	#1	#3,5

	<ul style="list-style-type: none"> <li>● A visual representation of the artist or his/work.</li> <li>● At least two quotes from a target language website about that artist.</li> <li>● 10 words that describe the artist or his/her work and why you chose the word.</li> <li>● A paragraph about the life of the artist (when born, where lived, something interesting, etc.)</li> </ul> <p><u>Gallery Walk Presentational Writing</u> The classroom will become an art gallery. Students will choose or create a particular piece of artwork. Teacher or student prints out that piece of artwork.</p> <p><u>Presentational Writing:</u> Students create the description to go beside their chosen piece of art on the wall:</p> <ul style="list-style-type: none"> <li>● About the artist – Who created the work of art? If you made it, what was your inspiration? If another artist made it, say something about the time period, situation, or inspiration for it. (use your research).</li> <li>● About the painting – When was it created? What are the materials? Is it part of a particular artistic movement or style?</li> <li>● The painting – Why is it included in this art show? Why did you choose to include it?</li> <li>● Tell the viewer what to look for (use commands).</li> </ul>		
--	--	--	--

**Portfolio Criteria:**

For students to complete level III, all performances with an \* must be presented and handed to teacher.

**How you will be graded explanation:**

<b>Mastery Language Abbreviations</b>	<b>Mastery Language</b>	<b>Progression to Meeting Standard</b>	<b>Standard Grading Equivalent</b>
XE	Exemplary	Exceeds Standard with Distinction	100
CO/XE	Competent/Exemplary	Exceeds Standard (revise for exemplary)	93
CO	Competent	Meets Standard (revise for exemplary)	85
EM	Emerging	Approaches Standard (needs revision)	70
NY	Novice	Not Yet (needs revision)	60
NE	No Evidence	No Evidence of Work Yet	50

**Grading Policy:**

Class participation: 25%

Class assignments and quizzes: 25%

Significant tasks: 50%

**\*\*\*For students to move forward to the next level in the respective language, students must complete the significant tasks which are a major element of the curriculum .**

**Class Expectations:**

**1. Be Punctual:**

Tardiness affects your learning, make sure you are in the classroom by second bell. If you are late you will be required to have a pass signed by a school staff member.

**2. Be prepared:**

Always bring your notebook and a writing utensil. You will not be allowed to go to your locker to retrieve your supplies.

**3. Be prompt:**

Be on task immediately when you have an assignment and ask for work for extra credit if you are done early in order to practice the language more.

**4. Be respectful:**

Use school appropriate language and treat all classmates and teachers with respect. Listen when they are talking and wait for your turn to talk.

- **Reminders: Cell phones are a big distraction to the students' learning while you need full attention in a language class in order to be competent in the language. Please do not use your cell phones, iPads, i-phone, smartwatch, headphones or any electronic devices of your own in class. If electronic devices are needed to complete an educational activity, you may use your own device but not required to. Our school is well equipped with all the technology we need to incorporate in the students' learning. Unauthorized use will result in a first warning then a call home to inform parents then to a referral to the administration.**

**\*Participation:**

Participation is assessed daily and includes attendance\*, attentiveness, volunteering in class, taking notes, completing assigned work, participation in paired and group activities, and having a cooperative and respectful attitude. Try your best to speak Chinese as much as you can in class (we do not mock or laugh at anyone trying a new language).

**\*Attendance:**

It is an important part of your academic growth. Your success in class can negatively be affected by unexcused absences, tardiness and excessive use of bathroom passes. If you are absent, it is your responsibility to contact your teacher to email you any missing assignments.

**\* Make-up Work:**

Three of the 21st Century Skills we focus on are Initiative, Accountability and Responsibility. When you are absent, take the initiative and responsibility to make up the work. You have **one class** to make up the missed work. Once you **hand in your work on time**, you will have multiple opportunities to **redo** your work until you reach mastery with respect of the deadlines set by your teacher. Quizzes and tests will need to be made up by scheduling an appointment. AGAIN... it is YOUR responsibility to remind your teacher. You are accountable for your grade. Once the given extended due date has passed **NO WORK** will be accepted as we need to move on to learning new things. This includes work given during your absence as well as Presentations and Projects. If there is a reasonable reason for extra time request, please see your teacher in private.

**\* Extra Help:**

Extra help sessions are available and recommended for students who need additional practice or reinforcement of the material presented in class. See the above for scheduled days and times to meet after school.

## Agreement Form

After carefully reading through this syllabus with your parent or guardian, please sign and return ~~this page only~~ to me by your next scheduled class time. This will be counted as a graded assignment. Keep the above pages in your binders in case you have any questions about this course and projects throughout the school year.

The below signatures acknowledge that both parent / guardian and student have read the class syllabus and have a clear understanding of French level I course information, grading and classroom rules and agree upon this contract.

Thank you

Griffin 老师

MBA Chinese Teacher

Student's first and last name (please print): \_\_\_\_\_

Student's signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Guardian's name (please print) \_\_\_\_\_

Parent's/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone #: \_\_\_\_\_ Best time to call: \_\_\_\_\_

E-mail: \_\_\_\_\_

