

Course: Chinese I

Teacher: Griffin 老师

Teacher Contact Info:

Email Address: CHIA-LIEN.GRIFFIN@nhps.net **This is where all projects/assignments can be shared.**

Phone: (475)220-7700

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

Textbook: NI HAO/ STEP UP

Course Description:

The Level I Curriculum introduces students to the Chinese language and culture through real-world topics and tasks, such as talking about friends, food, and leisure activities, and shopping. At the end of Level 1, students should be **at or close to the Novice-High level** on the ACTFL Proficiency Guidelines. Students should be able to communicate on the topics they have studied using memorized words, phrases, and simple sentences. They will comprehend the main idea in short written and spoken texts and will write short messages and notes on familiar topics. Students are expected to communicate in the Chinese language as much as possible.

Supplies you will need:

1. A notebook reserved for Chinese subject only
2. 1-3 inch binder for daily handouts to be organized
3. Highlighter
4. pencils
5. pens (blue, black and red)

Course Goals:

1. To introduce students to the Chinese language
2. To practice the four skills of learning a language: listening, speaking, reading, and writing.
3. To have fun while learning about a new culture.
4. To make connections to real world situations.

How you will be graded explanation:

| Mastery Language Abbreviations | Mastery Language | Progression to Meeting Standard | Standard Grading Equivalent |
|--------------------------------|---------------------|---|-----------------------------|
| 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.

Performance Tasks Chart:

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| <p>Title <u>*Let's go</u> <u>unit 1</u></p> <p>Trimester 1</p> | <p><u>Presentational</u></p> <p>In pairs or small groups, you will make and present one (1) meet and greet conversation that includes:</p> <ul style="list-style-type: none"> ● Greeting ● Asking someone's name ● Telling one's name ● Saying "Nice to meet you" or similar pleasantries ● Asking "How are you" or similar ● Responding to "How are you" or similar ● Good bye | <p>Content Standards met by Performance #1,3</p> | <p>21st Century Competencies met by Performance Task #3,4,5</p> |
| | <p><u>Presentational:</u></p> <ol style="list-style-type: none"> 1. <i>All about me: You will use your portfolio cover page to write about yourself, with a drawn self-portrait and a sentence about your name, age, and birthday.. On the paper should also be 5 more new words learned during this unit. your work will be scored using included rubric.</i> 2. <i>Calendar Part 1 - You will create a birthday month calendar including season and holidays of the month.</i> 3. <i>Calendar Part 2 - You will write self-introduction sentences to go with your calendar project.</i> <p><u>Interpretive:</u></p> <ol style="list-style-type: none"> 1. <i>You will listen to a recorded conversation (or series of conversations) in which two people greet each other and discuss names, ages, calendar dates and/or weather. You will answer English comprehension questions.</i> 2. <i>You will view or read an authentic or semi-authentic weather report and answer</i> | <p>#1, 3,</p> | <p>#2,3,4,5</p> |

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| | <i>basic comprehension questions based on your knowledge of weather and "borrowed words".</i> | | |
| <p>* <u>My Friends and I</u> (Unit 2)</p> | <p><u>Interpretive:</u></p> <p>1. You will watch a television program in which people introduce themselves in Chinese and you will answer English comprehension questions.</p> <p>2. You will read a profile of a target-language speaker and answer comprehension questions.</p> <p>Native speaker's modifications:</p> <p>Students will read a longer article about a famous person and answer comprehension questions in the target language.</p> <p><u>Presentational:</u></p> <p>1. You will create a "Fakebook" page about yourself, including name, age, where you live, what you like/dislike, a self-personality description and the sentence "I like people who are..." or "My friends are."</p> <p>Native Speaker Option:</p> <p>Students will create a "Fakebook" page about a famous historical figure from the target culture, including name, age, where they live, what they like, and the sentence "My favorite people are..."</p> | #1,3, | #2,3,4.5 |
| <p>* <u>Education</u> (Unit 3) (Unit 4)</p> <p>Trimester 1/2</p> | <p><u>Presentational:</u></p> <p>1. <u>Favorite Class and Teacher Writing:</u> You will write a short essay, create a PPT slide and present it or give an oral presentation about your favorite subject and teacher. You may include a photo or drawing to go along with your presentation. Possible topics may include the subject, why they like the class, a personality description of the teacher, and/or what time they have the class.</p> | #1,3 | #1,2,3,4 |

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| | <p>Native Speaker Option:</p> <p>Students interview a family member or friend about school in their home country and write a short essay about it (or comparing it to their school here.)</p> <p><u>2. Listening to a peer from the target culture:</u> You will listen to a “student” from another country talking about his/her school day and items used in the classroom and answer comprehension questions in English</p> | | |
| <p>* Food and Health (Unit 4) Trimester 2</p> | <p><u>Interpersonal:</u></p> <p>You will perform a restaurant skit with a partner... You will know the order of what should happen during the skit, but you will not memorize the dialogue. You may (if the teacher wishes), use the menus created for the Presentational writing assessment. During the skit, you will have to make small talk, order food, comment on the food and ask for the bill..</p> <p><u>Presentational</u></p> <p>You will work with a partner to make your own restaurant menu. It will include appetizers, main dishes, desserts and drinks. Prices will also be included. This could be a menu for a culturally appropriate celebration party instead (prices could be calculated as the total costs for the family to have each item catered).</p> <p>Native speaker option:</p> <p>Students include ingredients in each dish listed on the menu.</p> | #1 | #3,5 |
| <p><u>Home and Family (Unit 5)</u></p> | <p><u>Presentational:</u></p> <p>You will pretend to be a real estate agent and create a PowerPoint presentation to sell a house from a Chinese</p> | #1,3, | #2,3,4.5 |

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| <p><u>Trimester</u> <u>2</u></p> | <p>speaking country. This must include furniture, rooms of the house and a description of each room.</p> <p><u>Native speaker option:</u> Native speakers will do the same project but more complex writing with more detailed description of the house features.</p> <p><u>Interpersonal:</u></p> <p><u>Telephone Call:</u> You will call another student and speak in Chinese about what members of your family are doing and where they are. In pairs, you will decide a time and day that you will call each other. You will discuss which family members you will ask about and perhaps a few extra questions to be prepared for (such as ages, likes, or personality traits). On the given day, one student will call another and ask questions such as “Where is your mother?” and “What is she doing?” You will ask someone in your home to listen to you speak on the phone and sign the “Real-World Homework” sheet. You will self-assess using mini-rubric attached. See Assessment Details.</p> | | |
| <p><u>Community and leisure</u> <u>(Unit 6)</u></p> <p><u>Trimester</u> <u>3</u></p> | <p><u>Interpretive:</u></p> <p>You will read a cell phone text conversation “screen shot” and answer questions about the conversation.</p> <p><u>Native speaker option:</u></p> <p>Students can read authentic travel websites in the target language and create a 7 day plan for a trip to a target country.</p> <p><u>Interpersonal:</u></p> <p>You will participate in a semi-scripted conversation in which you make weekend plans. You will be put into random pairs and have to invite, express regret, and make arrangements to meet on the weekend.</p> | #1 | #3,5 |

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| | <p><u>Presentational:</u></p> <p>You will write a “texting conversation” using a cell phone text screen printed on paper, including extending an invitation, expressing regret, and talking about time, place or location of the place.</p> <p>Native speaker option:</p> <p>Students write a “Welcome to New Haven” blog entry in the target language. They need to include at least 4 places to visit downtown New Haven, and a map with the places labeled like a “walking tour”, simple written directions between the buildings, and a description of each.</p> | | |
| <p><u>Shopping</u></p> <p><u>(Unit 7)</u></p> | <p><u>Interpretive:</u></p> <p>You will look at target culture store flyers or print-outs of websites and answer questions</p> <p>TRIMESTER 3 about prices, items being sold, and descriptions.</p> <p>You will also be asked which type of comments would be appropriate for which items (ex. It’s expensive!).</p> <p>Native speaker option:</p> <p>students will have a budget of \$200 and will use an authentic store website or flyer from the target culture. Students make a list of things they would buy, how much they cost and what they like about those items.</p> <p><u>Interpersonal:</u></p> <p><i>NOTE: For this unit, the Presentational Writing task is a preparation for the Interpersonal Speaking task.</i></p> | <p>#1,3,</p> | <p>#2,3,4.5</p> |

My shopping store: You will work in pairs to create a clothing store. Half of the class will then receive a set amount of target culture money for shopping. The other half will remain at their stores and sell. Sellers will be encouraged to convince buyers to purchase their items and buyers will be encouraged to ask questions about price, and make comments such as “It is too expensive/small, etc.” The next day, the other partner gets to shop while the partner who shopped stays at the store and “sells.”

Interpersonal:

You will write a quick reflection about your shopping experience. After shopping, you will write about one store you like and one store you don't like, why you like or don't like the stores, and name items that are sold at each.

Presentational:

Advertisement Flyer: Each student will make a flyer for their store before selling and buying. You will make a price list and one or two short descriptive sentences for each item, all in French. This might be done as a partner activity, with the “store” partner. Other students will be able to view the lists before-hand and plan their shopping.

Native speaker option:

Students will write a “review” of something they bought recently, including details such as why they bought it, who they were buying for, what it cost, what they like about it, and if they would buy it again.

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: _____

