**Chinese 4** Course Syllabus **2024-25**

**Teacher Information**

Teacher: Ning He

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**Course Overview**

**Chinese 4**

This course is for students who have acquired Intermediate-Mid proficiency. Students will enhance the communication skills and cultural competence developed in Chinese 1, 2, and 3. Students will examine and utilize more advanced features of language and will begin to develop greater fluency in all areas of communication (speaking, listening, reading, and writing).

**Prerequisite:**

Intermediate Low for speaking;

Intermediate Mid for listening;

Novice High for reading and writing

**Targeted Proficiency Outcome:**

Intermediate Mid for speaking;

Intermediate High for listening;

Intermediate Low for reading and writing

Grades: 9-12 Credit: 1 credit, 2 semesters

**Materials**

**Instructional Resources:**

* Integrated Chinese VI
* Contemporary Chinese 1
* Experiencing Chinese
* Common Knowledge About Chinese Geography/ Chinese Culture/Chinese History
* The Chairman’s Bao
* Du Chinese
* Mandarin Companion

Additional Tools:

**Tools:**

1. Quizlet: Learning tools and flashcards  
https://quizlet.com/  
Online vocabulary practice tool: This website is great for vocabulary practice. It will read out the vocabulary pronunciation for you.

2. Yabla Chinese English Pinyin Dictionary

https://chinese.yabla.com/chinese-english-pinyin-dictionary.php

Online listening resource: This website is great for practicing listening with authentic videos.

3. MDBG Chinese Dictionary https://www.mdbg.net/chinese/dictionary  
Online Chinese dictionary: Give more details about the Chinese character.

4. Linguee: online dictionary.  
http://www.linguee.com/  
Give example sentences in both languages and students can choose the correct translation based on the examples.

5. Chinese-Tools

<https://www.chinese-tools.com/>

6. Arch Chinese

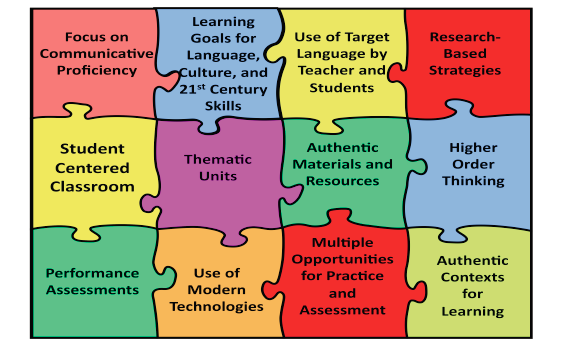
<https://www.archchinese.com/>

7. duolingo

<https://www.duolingo.com/>

**Classroom Supplies:**

* One 3 ring binder with at least 3 Tab Dividers (Please don’t label it. We will do it together in class.)
* 1 notebook or Loose-leaf paper
* pencils/erasers/ 1 red pen and 1 color pen of your choice
* 1 whiteboard marker/ (old socks, cloth that you can use to erase the white board)
* 1 Highlighter
* 3x3 Sticky Notes
* A planner (paper or digital)



**CFSD World Languages Core Values**

The K-12 World Languages program is designed to develop CFSD students’ communicative proficiency and cultural competence. Our program is communication-based, and the goal is to prepare students for authentic language use in the real world. Therefore, the curriculum of each CFSD WL class is based on the core values indicated in the diagram to the right.

## Grade Calculation and Assessment Explanation

Major assessments like CPAs will be visible on the Parent/StudentVUE calendar in advance.

Types of Assessments

* **Formative**: in-class practice work, homework, participation, practice quizzes, etc. These assignments are designed to give you feedback about your progress toward unit learning goals. They may be scored but are *not* included in the calculation of your overall grade. When they are included in VUE, formative assessments are typically labeled “Not for grading”.
* **Summative**: end-of-unit CPAs (Common Performance Assessments), quizzes (“mid-summatives”), projects, and other performance-based tasks. These assessments give you, your teacher, and your parents important information about your progress toward mastering the skills and concepts expected in the class. Summative assignments are included in the calculation of your overall grade. Note that the CPAs taken later in each semester are given more weight in the gradebook than the previous CPAs.
* **Citizenship and Personal Responsibility:** productive participation in class activities, contributing to a positive class culture, completing practice work, being prepared for class, etc. These scores are intended to measure how well you are fulfilling the expectations of  a World Languages student.
* **DLPs (Deep Learning Proficiencies):** “Citizenship” has been recognized by CFSD as a Deep Learning Proficiency of lifelong and global importance. Certain assessments that correspond to broad performance areas of Citizenship (identified by CFSD) such as *Understanding Culture*, *Systems & Self in Society*, and *Self-Regulation & Reflection* will be tagged in the gradebook. The average score from these assessments will be displayed on semester report cards separately from the overall academic grade for the class.

**Summative Assessment Categories & Gradebook Weights**

Note that many mid-summative quizzes that focus on a particular vocabulary set or grammar concept will be assigned to the “Essential Language Concepts” category. These are the building blocks that will help students be successful on performance assessments.

Chinese 4

* Interpersonal Communication Writing - 17%
* Presentational Writing - 17%
* Presentational Speaking - 17%
* Interpretive Reading - 17%
* Interpretive Listening - 17%
* Essential Language Concepts - 10%
* Citizenship & Personal Responsibility - 5%

**World Language Scoring Rubric & Report Card Equivalents**

* The CFHS Word Languages Team assesses student work based on the following 4-point rubric. Please see the performance rubrics for your class to familiarize yourself with the expectations.

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| **Above target**  (CFSD terminology = **“Highly Proficient”**) | **On target**  (CFSD terminology = **“Proficient”**) | **Below target**  (CFSD terminology = **“Partially Proficient”**) | **Far below target**  (CFSD terminology = **“Not Proficient”**) |

*\*Students scoring below 2.5 on assessments have significant gaps in understanding that will directly impact their ability to be successful on subsequent assessments. It is strongly recommended that students scoring below 2.5 seek help and complete retakes when available.*

**Grade Calculation and Assessment Explanation (continued)**

* All grades will be entered into Synergy/VUE as a rubric score. Student report cards will also show letter grades, calculated through Synergy/VUE based on the CFHS grading scale shown below.
* But don’t expect to hear your teacher talking about As, Bs, & Cs in class. WL teachers only use rubric scores.

|  |  |  |
| --- | --- | --- |
| Rubric-to-Letter Grade Conversion Scale | | |
|  |  | *A+ = 3.57 - 4.00*  *A = 3.34 - 3.56*  *A- = 3.12 - 3.33*  *B+ = 2.90 - 3.11*  *B = 2.67 - 2.89*  *B- = 2.45 - 2.66*  *C+ = 2.30 - 2.44*  *C = 2.15 - 2.29*  *C- = 2.00 - 2.14*  *D = 1.50 - 1.99*  *F = 1.49 and below* |

*\*It is strongly recommended that any student maintaining an average grade below 2.00 immediately seek remediation to address gaps in understanding before those gaps widen. Students earning a final grade below 2.00 in World Languages classes will not be recommended for the next level.*

**Makeup Policies**

Missing assessments will be recorded in the gradebook as “No evidence” until they are made up. Students who are absent (*for an excused reason*) for a summative assessment should make up the assessment as soon as possible; the makeup deadline will be one week from the day the assessment was administered. Exceptions may be made at the discretion of the teacher in the event of extended student absence. Some formative assessments such as quizzes should also be made up if they are missed since they give you important feedback.

**Redo/Retake Policies**

Students may retake or redo most formative and some summative assessments for additional feedback and an improved score. Students have one week from the time the work is returned to complete the retake or redo. With regard to end-of-unit CPAs, **ONLY** Interpersonal Speaking and Presentational Writing CPAs may be reassessed. Depending on the assessment, students may be required to complete additional practice or conference with the teacher to be eligible for a retake.

**World Language Extra Credit Policy**

World Language classes are performance-based. You are expected to show what you can do with the language on assessments; there is ***no*** extra credit.

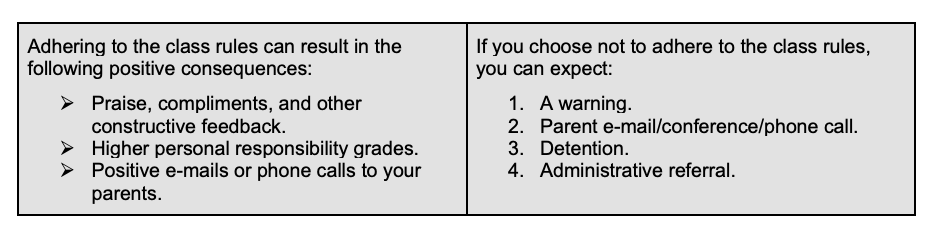
**Classroom Expectations:**

I expect every student can succeed in this class. I have only four simple rules that I request all students will follow:

**#1 Respect others.  
#2 Arrive on time and be prepared.  
#3 Participate.  
#4** **Use your best effort to speak in Chinese.**

Time, effort, effective practice strategies, and a positive attitude are the ingredients to learning a new language, but if we do not have a positive sense of classroom ***community***, then it will be harder to get where we want to go. By following the class rules, we will all contribute our classroom community by creating an environment that makes everyone want to practice and learn.

Note that in order to arrive to class ***prepared*** you may need to complete homework, review class topics, practice speaking out loud, or do online practice. This will often be assigned but you can and should be ***proactive*** about practicing outside of class, even when no specific homework is assigned.



► **I will always be here to support you!**

As your teacher, you can expect me to always prepare practice activities that will help you improve your communication in Chinese and your cultural awareness. You can expect that I will not get upset when you make a mistake, and I will always try my hardest to maintain a comfortable classroom atmosphere. I will always treat you fairly.

**VI. Classroom Procedures:**

* **No food or drinks other than water** will be allowed in the classroom.
* **Cell phones, iPods**, **Air pods** and other electronic devices should be turned off and zipped in your backpack *before* you enter in the classroom. There are times when it can be appropriate to use phones in class for academic purposes, but if you’re not sure you should ask for permission. Students who use their phone for **non-academic** purposes during class time can expect the following consequences:

|  |
| --- |
| Consequences for violating the in-class cell phone policy:  o 1st violation: verbal warning; zip-up your phone in the backpack.  o 2nd violation: phone must be in the classroom phone case when you arrive at classroom for a week.  o 3rd violation: phone must be in the classroom phone case when you arrive at classroom for a month.  o continuing violations: administrative referral.  (I will leave a room here for discussion. I will consider your reasonable opinions and I will modify the chart as needed. ) |

* **Leaving the classroom** during class should be avoided if possible. Our time together is limited! You can learn a lot of Chinese on your own with the Internet, but the opportunity to practice your skills in the classroom with other human beings may be the most important feature of our class. Please use the restroom and get water before class begins. If you must leave the classroom you are expected to sign out when you go and sign back in when you return. Students will check their cell phones in exchange for the hall pass when they need to use the bathroom. Students who abuse the privilege of leaving the classroom (more than once per week) can expect to have it revoked.
* **Arriving after the bell** means you are tardy. It also means you miss practice time, and you might disrupt the start of class.

1st tardy Teacher warning

2nd tardy Conference with teacher

3rd tardy Write an essay about why you are tardy and how to get improve.

Parents will be notified.

4th tardy an administrative referral

**When you are absent** you miss valuable instruction and practice. *It is your responsibility to check Ms. He’s* **Google Classroom** to find out what we did, and check the **absent binder** in the classroom for any worksheets or assignments that you missed. If you would like to make up any in-class listening or video activities, email me to make an appointment.

* **Any and all missed summative assessments and formative progress quizzes** should be made up as soon as possible, with a deadline of one week. Please make an appointment with me.
* **Staying busy** is a big part of AP course. As language learners we are never “done”. If you finish one task early, use all remaining class time to: review previous concepts or to work ahead; read additional authentic reading material that have been listed in the syllabus; etc.

**Getting Help:**

If you need extra help, please make an appointment with me.

Finding a Chinese student volunteer.

Contacting a classmate and work together.

**Academic Integrity**

Completing work with honesty and integrity is extremely important to our success as a school community. Copying, cheating, and plagiarism (presenting the work of someone else as your own) are forms of academic dishonesty and cannot be tolerated. Please refer to your CFHS student handbook for more details.

In a language class, academic dishonesty includes: using notes or other aids on an assessment when not instructed to do so; copying homework, assessment answers, or other assignments from a classmate; providing your work/answers to a classmate; providing information about an assessment to another student before s/he takes the assessment; or turning in work generated (all or in part) by a translator or an artificial intelligence application like ChatGPT.

Collaboration and feedback are important parts of learning a language, and they will often be built into class activities. However, it’s critical to avoid crossing the line from collaboration to copying. **Please note**: using chunks of language provided to you by other people on work that will be graded is equivalent to using an electronic translator. Friends, family members, classmates, and peer mentors are great resources for learning and practicing language, but the work you turn in and/or present should be entirely produced by you, and should be reflective of your language abilities and what you have been learning in class.

***If you’re not sure what resources you should or shouldn’t use for any given assignment, just ask.***

A note on artificial intelligence (AI) and translator apps: AI applications and translators like Google Translate, ChatGPT, and others can be helpful tools for learning, however **they should not be used to generate or produce work that you will turn in or present as your own**. If you use any of these tools as a resource for research during the course of an assignment, you may be required to print out and submit a copy of the search, conversation, or transcript.

What are the consequences? It is generally easy for language teachers to find evidence of translators or AI apps in student work. If I suspect academic dishonesty, you may be asked to redo the assignment by hand in person with the teacher,show your edit history on a document, or you may earn a zero for the assignment grade and receive an administrative referral (depending on the circumstances).

**Course Outline**

**Semester 1**

**Unit 1**

1. Topics

Language Topic:  **China’s Holidays 中国的节日**

Cultural Topic:

* **New Year celebrations**
* **The Lantern Festival**
* **The Dragon Boat Festival**
* **The Qingming Festival**
* **The Mid-Autumn Festival**

**Unit 2**

1. Topics

Language Topic:  **Changes in China 中国的变化**

Cultural Topic:

* **Nanjing and the Sun Yat-sen Mausoleum**
* **Architectural preservation and Liang Sicheng**
* **Temples of Confucius**

**Unit 3**

1. Topics

Language Topic:  **A Trip to Yunnan 去云南旅游**

Cultural Topic:

* **The Stone Forest**
* **The Three Pagodas of Dali**
* **The Old City of Lijiang**

**Unit 4**

1. Topics

Language Topic:  **Lifestyle and Health**

Cultural Topic:

* **Cultivating vitality**
* **Therapeutic practices**
* **Smoking**

**Unit 5**

1. Topics

Language Topic:  **Gender Equality 男女平等**

Cultural Topic:

* **Women in the workforce**
* **Gender terms**
* **Women’s script**

**Semester 2**

**Unit 6**

1. Topics

Language Topic:  **Environmental Protection and Energy Conservation 环境保护与节约能源**

Cultural Topic:

* **Green initiatives**
* **Endangered species**
* **Sustainability in ancient thought**

**Unit 7**

1. Topics

Language Topic:  **Wealth Management and Investing 理财与投资**

Cultural Topic:

* **The housing market**
* **Stock exchanges**
* **Saving**
* **Income inequality**

**Unit 8**

1. Topics

Language Topic: **China’s History 中国历史**

Cultural Topic:

* **The Imperial Era**
* **A brief chronology of Chinese dynasties**
* **Sun Yat-sen, father of modern China**
* **Zhang Qian, Ban Chao, and the Silk Road**
* **Innovation and exchange**

**Unit 9**

1. Topics

Language Topic:  **Job Interview**

Cultural Topic:

* **Multinational companies**
* **Repatriated students**
* **Interviews**

**Unit 10**

1. Topics

Language Topic:  **The World Is Getting Smaller 世界变小了**

Cultural Topic:

* **Foreign students and teachers**
* **Welcomes and goodbyes**
* **Long-term expats**
* **Yiwu: China’s multiculturalism**