



CHINESE SYLLABUS

GRADE LEVEL: G.9 CSL
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COURSE DESCRIPTION

The goal of this Chinese class is to enable students to master conventions of Communication with Chinese society and culture, the use in different linguistic registers, intermediated-level Chinese language structures.

Students in the course have the following the Standards for Chinese Language Learning to promote Chinese language, including listening, Speaking, Reading, and Writing.

Students are able to understand the textbook and given materials both in Speaking and in reading and to be able to discuss the cultural aspects of the readings in Chinese. Students to be able to use the knowledge gained through course materials to develop critical thinking skills, to communicate more effectively both in the school setting and in real-life situations.

Students are expected to preview the vocabulary section of the material and read the grammar notes before class. Active involvement in class discussion is expected of all participants, so students should come to class prepared to take part.

Homework is assigned on a weekly basis. It usually includes listening/speaking exercises in the class, vocabulary-building practice, and grammar exercises, as well as reading/writing exercises.

Writing assignments and compositions should be at least 250 characters in length or longer, unless specified otherwise. If students choose to type, all final copies should be double-spaced.

Vocabulary and reading comprehension quizzes usually include dictation of characters, fill-in blanks or sentence-completions, short essay writing and readings.

COURSE OBJECTIVES

- At the end of this course students should be able to speak, to read, to write with basic Chinese.
- Students should be able to recognize and use basic Chinese correctly in their written and spoken work.
- Students should be able to apply the various grammar rules taught correctly, and recognize and correct mistakes found in their work.
- Students should be able to apply all they have learned in the written work they have to complete.
- Students should be able to speak Chinese confidently, using the knowledge they have acquired, and showing this in the oral presentations they have to give.

TEACHING STRATEGIES

A variety of different teaching strategies will be used to impart knowledge to the students. The lessons should be student centered – meaning that students should be doing a lot of talking, with the teacher guiding and explaining where necessary. In this way, students will become more confident

Chinese speakers. Students will get to work alone, as well as in groups of various sizes, and will do written as well as oral presentations to show what they have learned.

REFERENCE:

<http://www.usc.edu>.

www.zhongwen.com

<http://www.chinalane.org>

www.sinica.edu.tw

<http://www.hua.com.tw>

<http://edu.ocac.gov.tw>

<http://www.usc.edu>

Learn Chinese Online

http://usc.edu/dept/ealc/chinese/newweb/recourse_page.htm

Online Chinese Tools

www.mandarintools.com

Listen to Chinese Idiom Stories Online

www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html

Interactive Language-Learning Software

www.clavisinica.com/info.html

Listen to Chinese Online

www.voanews.com/chinese/index.cfm (Voice of America: Chinese News Page)

www2.ken.edu/People/bai/VCSC.htm (Chinese Video clips)

www.abc.net.au/ra/mand/ (Radio Australia: Chinese News Page)

REFERENCE/LINKS:

Our school website: <http://www.dishs.tp.edu.tw/>

Study Guides: <http://www.iss.stthomas.edu/studyguides>

Spark Notes website: <http://www.sparknotes.com>

Course Content:

The textbook Book 1 (G9) contains 21 lessons.

Each topic focuses on the rapidly changing attitudes and values of Chinese culture. Other resources such as short literary pieces, newspaper articles, and films are also used to encourage students to understand and interpret different forms of spoken and written language on a variety of topics in Chinese essay.

Course Standards

According to: Chinese Curriculum Design and Develop in Canada and China

STUDENT ACTIVITIES

Students will do a variety of different activities to practice what they have learned, and to make sure that they understand the material that has been taught to them.

Activities include:

1. Reading:

Each lesson in the textbook contains a list of vocabulary words.

Students are required to study the list before. Students prepare to explain a few words, using sample sentences, and share to the class. I also give students some general comprehension questions to answer while reading for the next day's class. The textbook has a grammar explanation section with excellent sample sentences that illustrate the structure. Students can study independently and bring questions to class as we start our discussion of the reading.

- Be able to recognize the 300~350 commonly used Chinese characters
- Know Chinese characters, the change of pronunciation and definition of a word as well as to use electric dictionary. Have the ability to enjoy Chinese characters
- Appreciate Chinese literature works as poems of new and old styles, couplets etc. as well as presentation simple opinions.
- Can inspire and improve writing ability
- Catch important information easily and increase reading speed
- students will get to read a variety of Chinese story
- students will analyze and interpret what they have read
- students will discuss the reading matter (their feelings and opinions)

Grammar:

- students will review/learn different parts of speech and other grammar rules
- students will learn how to find, correct grammar errors in written & spoken work
- students will get to know how to use grammar correctly in sentences making or essay

2. Listening

Students are required to use the language lab for listening and speaking practice on the texts and related news reports for class.

- Develop listening skills and able to communicate well with people.
- After listening, have the ability to write down the information, and message
- From listening, be able to have critical thinking immediately and solve problems.

3. Writing:

Students do many different types of exercises to improve all four language skills. There are cloze exercises in the textbook and workbook for filling in blanks, multiple-choice questions, and sentence-making exercises for vocabulary practice and reinforcement. These are usually general background questions related to the topic or general comprehension questions on the introduction piece of the unit. I use these questions to start a class discussion, which can take place in small groups first and then as a whole class. Students keep a journal; they write on a subject they choose or on assigned topics, depending on the theme of the week.

- Use calligraphy and its tools to reach beautiful standard for appropriate level
- Collect information and write essays easily.
- Able to write sentences and patterns correctly
- Able to edit and correct others mistakes.
- students will do writing on different topics, such as reviews, essays, poems in their written tasks they will practice the grammar skills they have learned

4. Speaking:

Discussion of the reading: At this point, most students feel comfortable to speak on the topic in class if they have seriously followed up with all the preparation exercises. All students are expected to participate actively in class discussion, because this is the best way to improve their oral expression and overall communicative competence. We will have class discussion or a debate, for giving students an opportunity to clearly their feelings on the topic. At this point, students are well prepared, and the discussion and then ask them to start on an assigned essay with writing practice.

- Have the ability to explain personal opinion
- Can performance properly
- Able to speak the point and have good communication

- students will discuss various issues pertaining to work they are studying
- students will get to express their ideas and feelings on a topic
- students will recite poems, read out loud and present certain of their written works

Sometimes students need to sing popular Chinese songs in front of class. They do oral presentation and sing from time to time, it makes students become more confidence to speak Chinese, understand Chinese culture more, and involve in Chinese atmosphere.

MATERIALS

- Textbook: CHINESE MAKE EASY 1 (Yamin Ma & Xinying Li)
- Dictionary: Chinese
- Novel (for extra reading – every student will be chosen 1 Chinese novel for each quarter, book chosen by students and teacher, depend on their Chinese levels)
- Notebook: Writing Chinese essay with new vocabularies test from every lesson
- Workbook: practice after learning, make sure students understand and know how to use them
- Writing utensils

ASSESSMENT

The quarterly grade will be awarded for all student work based on school policy of

- ✓ 30% Homework, Seatwork and Projects
- ✓ 30% Tests and Quizzes
- ✓ 30% Quarter Exam
- ✓ 10% Department

There will be opportunities for students to show their learning through individual and group writing and other activities. **All** work done by the students will be graded and used for assessment. The following assessment tools will be used to evaluate performance:

- Various writing
- Oral Presentation (Individual)
- Quizzes and Quarter Tests/Exams after every lesson
- Peer coaching and Peer evaluation
- Portfolio

GENERAL RUBRICS

Written Work:

- presentation (15%)
- content ~ length, relevance, paragraphs (50%)
- grammar and spelling (30%)
- references (5%)

Oral Presentations:

- confidence, eye contact, body gesture (20%)
- clarity (15%)
- content, grammar usage (40%)
- knowledge of subject matter (20%)
- props, extras (5%)

HOMEWORK RULES

- All assignments must be turned in on the due date.
- If work is a day late, **10%** is deducted; if more than a day late, students have to complete the assignment after school in Chinese classroom, and only receive a maximum of **60%**.
- If a student has been absent, they still need to finish homework, and hand it to teacher next day.
- If a student is absent for a test, they will receive a **0** score, unless they have a **very good** reason for being absent and retest again.

CLASSROOM RULES

- Be on time and neatly dressed, in full school uniform.

- Speak in CHINESE ONLY during Chinese class.
 - Respect your teachers, fellow students and their property.
 - Keep your seating space and classroom clean and neat.
 - Only a water bottle is allowed during class; no eating or drinking of other liquids.
 - Ask permission to leave the class.
 - Neither cheating nor plagiarism in ANY form will be accepted. Anyone caught doing either during an assessment will be given a 0, and will NOT be given another chance.
- All students are expected to follow the rules.

CHINESE 1st QUARTER WEEKLY SCHEDULE

WEEK	COURSE CONTENT/TOPIC
<p>Week 1 Aug 10th to 11th <u>Only 2 School Days</u> <i>10 ~ First Day / Orientation Day</i></p> <p>Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i></p>	<p>Lesson 1—Ten times ten is one hundred Introduction...Count numbers and Using the basic greeting for first time meet Chinese people, like hello, you, good, morning, good-bye.. activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 3 Aug 21st to 25th</p> <p>Week 4 Aug 28th to Sep 1st</p>	<p>Lesson 2—Today is 8th Introduction...Learn dates, and How are you, bad, also, can ok, I, very, thank etc...for daily conversation activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i></p> <p>Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i></p>	<p>Lesson 3 —It is eight o' clock now Introduction...Using be, my, friend, numbers for daily conversation activities: Phone call practice, write down the number and be able to pay according the numbers student learn activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 7 Sep 18th to 22nd</p> <p>Week 8 Sep 25th to 29th <u>No Classes</u> <i>25-28 ~Teacher's Conference</i> <i>29 ~ Moon Festival Holiday</i></p> <p>Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i></p>	<p>Lesson 4—I am Wang-Yei Introduction...Students need to learn self-introduction and able to use today, month, week, yesterday, tomorrow etc. for daily conversation activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p> <p style="text-align: center;">FIRST QUARTER EXAM</p>

CHINESE 2ND QUARTER WEEKLY SCHEDULE

WEEK	COURSE CONTENT/TOPIC
<p>Week 1 (10) Oct 9th to 13th 3 Days of Class <i>9-10 – Double 10 Holiday</i></p> <p>Week 2 (11) Oct 16th to 20th</p> <p>Week 3 (12) Oct 23rd to 27th</p>	<p>Lesson 5—There are seven people in my family</p> <p>Introduction...Learn this, family, them, we, mum, younger sister, younger brother, dad, who, elder sister, elder brother..etc. for daily conversation activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i></p> <p>Week 5 (14) Nov 6th to 10th</p>	<p>Lesson 6—What does he look like?</p> <p>Introduction...Students are able to use have, and, the British, siblings etc...for daily use activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 6 (15) Nov 13th to 17th</p> <p>Week 7 (16) Nov 20th to 24th</p>	<p>Lesson 7—I am a Chinese</p> <p>Introduction...Learn new words of work, years of age, student, how old etc. for daily conversation activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 8 (17) Nov 27th to Dec 1st</p> <p>Week 9 (18) Dec 4th to 8th <i>8 - Foundation Day Celebrations</i></p> <p>Week 10 (19) Dec 11th to 15th 3 Days of Class <i>14-15 ~ Q2 Exams</i></p> <p>Dec 18th to Jan 1st</p>	<p>Lesson 8—I can speak Chinese</p> <p>Introduction...Learn year, grade, university student, second elder brother, both...etc. for daily conversation activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p> <p>SECOND QUARTER EXAM</p> <p>Christmas Holiday</p>

CHINESE 3RD QUARTER WEEKLY SCHEDULE

WEEK	COURSE CONTENT/TOPIC
<p>Week 1 (20) Jan 3rd to 5th 3 Days of Class <i>4 ~ New Year Mass</i></p> <p>Week 2 (21) Jan 8th to 12th</p> <p>Week 3 (22) Jan 15th to 19th</p>	<p>Lesson 9—My father is a doctor.</p> <p>Introduction...Learn pen, penpal, place, wait, but, out, born, present, now...etc. for daily use activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 4 (23) Jan 22nd to 26th</p> <p>Week 5 (24) Jan 29th to Feb 2nd</p>	<p>Lesson 10—I take bus to school</p> <p>Introduction...learn speak, language, Chinese, English, Japanese, French, German, Guangdong, general, Putonghua...etc for daily conversation activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 6 (25) Feb 5th to 9th 3 Days of Class <i>8-9 ~ CNY</i></p> <p>Feb 8th to 16th</p> <p>Week 26 Feb 20 to 24th</p>	<p>Lesson 11—I live in Da-Li road</p> <p>Introduction...Learn can, few, several kinds of, language, grandfather, grandmother, world, think...etc. for daily use activities: Role play</p> <p style="color: green; text-align: center;">CNY Holiday</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i></p> <p>Week 8 (27) Feb 26th to March 1st 4 Days of Class <i>28 ~ 228 Memorial Day Holiday</i></p> <p>Week 9 (28) March 4th to 8th 4 Days of Class <i>8 ~ Q3 Exams</i></p>	<p>Lesson 12—Come in, please!</p> <p>Introduction...Learn doctor, teacher, Tokyo, woman, housewife, businessman, lawyer, banker, husband, nurse, driver...etc. for daily conversation activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p> <p style="color: red; text-align: center;">Review and QUARTER THREE EXAM</p>

CHINESE 4TH QUARTER WEEKLY SCHEDULE

WEEK	COURSE CONTENT/TOPIC
<p>Week 1 (29) March 11th to 15th <u>4 Days of Class</u> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i></p> <p>Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i></p> <p>March 25th to Apr 5th</p> <p>Week 31 March 27th- 31</p>	<p>Lesson 13----I get up at 6:30 am every day</p> <p>Introduction...working at different places, like school, hospital, hote, factory, law firm...etc. activities: role play</p> <p>Easter Holiday</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 4 (32) Apr 15th to 19th</p> <p>Week 5 (33) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i></p> <p>Week 6 (34) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p>Lesson 14—I wear school uniform to school every day</p> <p>Introduction...learn different transportation like school bus, schoolmate, car, public vehicle, drive a car, taxi, tram, fly, plane, iron, underground...and use daily activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p>
<p>Week 7 (35) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p> <p>Week 8 (36) May 13th to 17th <u>2 Days of Class</u> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i></p> <p>Week 9 (37) May 20th to 24th ACTIVITIES: <i>Double check the school calendar and emails from the administration</i></p> <p>Week 10 (38) May 27th to 31st ACTIVITIES: <i>Double check the school calendar and emails from the administration.</i></p>	<p>Lesson 15----My outdoor activities</p> <p>Introduction...Learn after, every day, ride a horse, bicycle, from arrive, walk, boat, then...etc. for daily conversation activities: Role play</p> <p>Assignments /Quiz/ Supplementary material & Lesson review/ Test</p> <p>REVIEW of whole year's work</p> <p>FINAL EXAM</p>