



Accelerated Chinese One 中文一課程摘要 MYP Level 1/Grade 9
Patty Lin-Celeste

Highland Park Senior High School (Room 1217)

651.744.3834 patty.lin-celeste@spps.org <http://highlandsr.spps.org/Page/25727>



Course Summary

This is a complete high school Chinese One course that meets and exceeds Minnesota Chinese Standards. The course attempts to incorporate the MYP fundamental concepts of holistic learning, intercultural awareness and communications, in that connections between Chinese and other subjects are emphasized.

The IB learner profile is used as a guide in developing and implementing the curriculum. Being a Chinese course, an emphasis is placed on developing inquirers and thinkers while trying to have students reflect upon what they have learned.

Units of Study

Units of study may include:

- What pieces of me reflect my identity?
- How does getting to know others help build community?
- What makes a family?
- How do hobbies affect people's lives?
- How can I change my choices of using time to make myself more successful?

Power Standards

- Communicate in Languages Other than English
 - Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Students understand and interpret written and spoken language on a variety of topics.
 - Students convey information, concepts and ideas to listeners and readers for a variety of purposes.
- Gain knowledge and understanding of other cultures and make comparison to their own culture.
 - Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and the ability to use this knowledge to interact effectively in cultural contexts.
 - Students demonstrate an understanding of the relationship between the perspectives, contributions and products of the culture studied and their own.

MYP Aims and Objectives *The aims of the teaching and learning of MYP language acquisition are to:*

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The objectives of MYP language acquisition encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- learning language
- learning through language
- learning about language (Halliday 1985).

This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. The student is expected to develop the competencies to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

Over the course of the year students will achieve the objectives of:

- Greet, describe personal information, and respond orally to simple questions
- Describe themselves and family members
- Identify dates, tell birthdays and ages, describe daily schedule
- Express likes and dislikes
- Gain understanding of the geography, people, daily life, values and philosophy of China and the Chinese-speaking people
- Compare, contrast, and analyze one’s own culture with Chinese culture

Text/ Materials

The textbook for this course is Integrated Chinese Level 1 Part 1. Additional materials that are required are #2 pencils, highlighters, a red pen, a notebook, lined, loose-leaf paper, index cards and a 1 1/2” three ring binder. These materials will be brought to class daily.

Methods of Assessment

A variety of assessment methods, both formative and summative will be used. Highland Park Senior High School uses a 30%/70% system. 30% of the grade is based on formative assessment. The formative assessment will include a combination of daily class work, homework, and oral activities while summative assessment, which will be 70% of their overall grade, will consist of quizzes, tests, and projects.

Students are evaluated on four different IB MYP Criterion rubrics for this class:

Criterion A: Comprehending spoken and visual text	i. show understanding of messages, main ideas and supporting details ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
Criterion B: Comprehending written and visual text	i. identify basic facts, main ideas and supporting details, and draw conclusions ii. recognize basic conventions including aspects of format and style, and author’s purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
Criterion C: Communicating in response to spoken, written and visual text	i. respond appropriately to spoken, written and visual text ii. interact in basic structured exchanges iii. use phrases to communicate ideas, feelings and information in familiar situations iv. communicate with a sense of audience.
Criterion D: Using language in spoken and written form	i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation ii. organize information and ideas and use a range of basic cohesive devices iii. use language to suit the context.

Grading and Reporting

Grades will be given at the conclusion of each quarter with a progress grade given midway through the quarter. All grades will be given based upon the percentage of points earned on the measures of assessment. The assessments will be based upon the aforementioned objectives and will include the MYP assessment criteria.

- A = 93-100%
- B+ = 87-89.99%
- C+ = 77-79.99%
- D+ = 67-69.99%
- A- = 90-92.99%
- B = 83-86.99%
- C = 73-76.99%
- D = 63-66.99%
- B- = 80-82.99%
- C- = 70-72.99%
- D- = 60-62.99%
- F = 59.99% and below

Please also see the “Highland Park Senior High School Grading and Assessment Policy” on the Highland Park Senior High webpage for further information on the grading scale, make up work, retakes, and/or late work. Students can access scores, grades, missing work, and/or attendance on the “parent/student portal” tab at www.highlandsr.spps.org.

Class Expectations

- KIND, respectful and polite comments are expected at all times in class.
- RESPECT yourself, fellow students, teachers, and other faculty. Also, respect the materials with which you come into contact.
- SHOW UP! Work hard and do your best.
- NO food or drinks (except water in a closed container) are permitted in class.
- School policies will be followed regarding electronic devices and attire.

Student/Parent/Guardian Signature Page

I have read and understand the course outline for Lin Laoshi’s class.

Student Name [Print]

Class

Questions or comments:

Parent/Guardian [Print]

Phone Number

Parent/Guardian [Signature]

Email Address

Parent Questions or comments:

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