Chinese Immersion 10
MYP Level 5/Grades 10
中文沉浸十年级课程摘要

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Pre requisite: Chinese Immersion 9 or equivalent

Course Summary:  Chinese Immersion 10 course is designed to interest and challenge immersion students who wish to develop a greater degree of proficiency in the Chinese language. The basic elements of grammar are reviewed, refined, and practiced as students examine the world of today and yesterday through cultural units of study. Compositions, written responses, audio comprehension activities and oral reports are assigned to enhance skills and to develop mastery of the concepts studied. During the course of the year, the student is required to explore a variety of media: film, television, videos and radio broadcasts, newspapers and magazine articles from Chinese publications, classical and popular music and literary texts. Lectures and discussions are in Chinese- with the student playing a much more central role than in earlier levels. The class is taught entirely in Chinese.

Units of Study:
Quarter 1  A 9th Grader’s Sunday Life
  Internet Addiction
Quarter  China’s 1.3 Billion Population
Quarter  Cancer Village(s)
Quarter  Love and Marriage

Global Context:
- Personal and cultural expression
- identities & relationship
- Globalization & sustainability
- Scientific & technical innovation
- Orientation in space & time

Standards and IB/MYP Aims:

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<thead>
<tr>
<th>State Standards</th>
<th>IB Middle Years Program Aims</th>
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<tbody>
<tr>
<td>1) Communicate in Languages Other than English</td>
<td>• To gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage</td>
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<tr>
<td>a) Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
<td>• to develop a respect for, and understanding of, diverse linguistic and cultural heritages</td>
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<td>b) Students understand and interpret written and spoken language on a variety of topics.</td>
<td>• To 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</td>
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<td>c) Students convey information, concepts and ideas to listeners and readers for a variety of purposes.</td>
<td>• To 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</td>
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<td>2) Gain knowledge and understanding of other cultures and make comparison to their own culture.</td>
<td>• To enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for</td>
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<td>a) 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.</td>
<td>• comprehension and construction of meaning</td>
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<td>b) Students demonstrate an understanding of the relationship between the perspectives,</td>
<td>• To 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</td>
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<td>• To 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</td>
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<td>• To offer insight into the cultural characteristics of the communities where the language is spoken</td>
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<td>• To encourage an awareness and understanding of the perspectives</td>
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contributions and products of the culture studied and their own.
of people from own and other cultures, leading to involvement and action in own and other communities
• To foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

**Instructional materials:** Books and non-fiction articles from the internet and various magazines and films, videos, podcasts, etc.

Liu, Yuehua, and Daozhong Yao. *Integrated Chinese.* Level 2 Part 2, Cheng & Tsui, 2016


**Materials Needed:**
#2 pencils, highlighters, a composition notebook, loose-leaf paper, headset, and a folder.

**Methodology:**
In MYP, teachers work collaboratively to develop a variety of techniques, focusing on critical thinking and reflection. Students take responsibility for their learning through individual and group work.

**Methods of Assessment:**
A variety of assessment methods, both formative and summative are used. Highland Park Senior High School uses a 30%/70% system. 30% of the grade is based on formative assessment. The formative assessment includes a combination of daily class work, homework, and oral activities while summative assessment, which is 70% of the overall grade, consisting of quizzes, tests, and projects.

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

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Comprehending spoken and visual text</th>
<th>Quizzes and test, projects, assignments and oral and listening activities</th>
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<tbody>
<tr>
<td>Criterion A</td>
<td>Comprehending written and visual text</td>
<td>Quizzes and test, projects, assignments and oral and listening activities</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Communicating in response to spoken written and visual text</td>
<td>Quizzes and test, projects, assignments and oral and listening activities</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Using language in spoken and written form</td>
<td>Quizzes and test, projects, assignments and oral and listening activities</td>
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IB MYP rubrics use an 8-point international scale, with 8 representing “excellent achievement” and 1 representing “limited achievement.” When these assessments will be counted toward students’ grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents & guardians, please ask your student to share their rubrics with you.

**Grading and Reporting:**
HPSH grading and assessment policies will be followed. 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.

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<tr>
<th>Grading Scale</th>
<th>B+ = 87-89.99%</th>
<th>C+ = 77-79.99%</th>
<th>D+ = 67-69.99%</th>
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<tbody>
<tr>
<td>A  = 93-100%</td>
<td>B  = 83-86.99%</td>
<td>C  = 73-76.99%</td>
<td>D  = 63-66.99%</td>
</tr>
<tr>
<td>A- = 90-92.99%</td>
<td>B- = 80-82.99%</td>
<td>C- = 70-72.99%</td>
<td>D- = 60-62.99%F = 59.99% and below</td>
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**Assignments:**
Assignments are given daily. Students at this level are expected to spend 8-10 hours studying Chinese on a weekly basis. Students write at least an essay/a diary entry of 400 characters every week. They are also expected to present the ideas in their essay orally to class. All students will do culture projects periodically. It is important that you submit
assignments on time. Late submission would impact your grade. If you are absent for any reason, it is your responsibility to find out what you have missed.

Quizzes/Tests:
Tests are given at the end of each unit. Quizzes are given periodically during the unit. Final exam will be given. It will be included as part of your test grade. If you are absent for the quiz/test you must make arrangement to make it up.

Attendance, Preparation and Participation:
Attendance is required for you to succeed in this class. In order for us to be able to use class time effectively, it is really important that you come to class having studied the material and having completed the assignment to the best of your ability. If you have to be absent, I’d appreciate you let me know ahead of time so that I can plan my class activities accordingly. If you miss a class, you are responsible for finding out what you’ve missed (get notes from another student) and for coming completely prepared to the following class. Your grade for this grading category is based on your attendance, your preparation for the class, and your participation in class.

Participation grades in this course are based on timely completion of daily assignments and correct verbal responses to oral questions posed in class.

Class Expectations:
- Show up! Be on time and ready to learn. Work hard and do your best.
- Love one another! Kind, respectful and polite comments are expected at all times in class.
- RESPECT! Respect yourself, fellow students, teachers, and other faculty.
  Also, respect the materials you come into contact with.
- No food or drinks (except water in a closed container) is permitted in class.
- School policies will be followed regarding electronic devices, headwear, and attire.

Student/Parent/Guardian Signature
I have read and understand the course outline for Chan Laoshi’s class.

_________________________________________  _______________________
Student Name [Print]  Class

Questions or comments:

_________________________________________  _______________________
Parent/Guardian [Print]  Phone Number

_________________________________________  _______________________
Parent/Guardian [Signature]  Email Address

Parent Questions or comments: