



**Chinese Immersion 10/Grades 10
MYP Level 5**

中文沉浸式教学班课程摘要

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Pre requisite: Chinese Immersion 9 or equivalent

Course Summary: Chinese Immersion 9 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. All class work – both written and spoken - is to be only in Chinese.

Units of Study:

Quarter 1	Internet Addiction	Global Context: Scientific & Technical Innovation
Quarter 2.	China’s 1.3 Billion Population	Global Context: Globalization & Sustainability
Quarter 3.	Cancer Village	Global Context: Fairness & Development
Quarter 4.	Love and Marriage	Global Context: Identities and Relationships

Standards and IB/MYP Aims:

State Standards	IB Middle Years Program Aims
1) Communicate in Languages Other than English a) Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. b) Students understand and interpret written and spoken language on a variety of topics. c) Students convey information, concepts and ideas to listeners and readers for a variety of purposes. 2) Gain knowledge and understanding of other cultures and make comparison to their own culture. 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. b) Students demonstrate an understanding of the relationship between the perspectives, contributions and products of the culture studied and their own.	<ul style="list-style-type: none"> • To gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage • to develop a respect for, and understanding of, diverse linguistic and cultural heritages • 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 • 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 • 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 • comprehension and construction of meaning • 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 • To enable the student to understand the nature of language and the process of language

	<p>learning, which comprises the integration of linguistic, cultural and social components</p> <ul style="list-style-type: none"> • To offer insight into the cultural characteristics of the communities where the language is spoken • To 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 • To foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.
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Instructional material: This course is taught using books and non-fiction articles from the internet and various magazines and books as well as films, videos, podcasts, etc. Grammar is taught in context. Technology is used all the time to enhance students’ listening, reading, speaking, and writing skills.

Li, Duanduan, and Ruinian Liu. *Reading into a New China: Deciphering a Changing Society. Volume 1.* 2nd ed., Cheng Et Tsui, 2017.

Materials Needed:

iPad, earbuds, pencils, 4-5 pk highlighters, 2 pocket plastic 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.

Types of Assessments

Formative Assessments (20% of overall grade)

Formative assessments represent the process of gathering, analyzing, interpreting, and using evidence to improve student learning and to help students achieve their potential. Formative assessments take place frequently and help prepare students for summative assessments. Examples of formative assessments include, but are not limited to: quick writes, daily homework, quizzes, journals, labs, class discussions, and think-pair-shares. Missing assessment(s) will be denoted with an “M” in the grade book.

Summative Assessments (80% of overall grade)

Summative assessments measure student performance against assessment criteria to judge levels of competency/levels of attainment. Summative assessments provide students the opportunity to demonstrate their level of achievement. Examples of summative assessments include, but are not limited to: tests, projects, labs, journals, class discussions, presentations, essays, and research papers. Summative assessments will be scored using the International Baccalaureate (IB) Middle Years Program (MYP) rubrics. Missing assessment(s) will be denoted with an “M” in the grade book.

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

Criterion A	Listening	Quizzes and test, projects, assignments and oral and listening activities
Criterion B	Reading	Quizzes and test, projects, assignments and oral and listening activities
Criterion C	Speaking	Quizzes and test, projects, assignments and oral and listening activities
Criterion D	Writing	Quizzes and test, projects, assignments and oral and listening activities

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 Scale (%)

A =	93.0 – 100	B- =	80.0 – 82.0	D+ =	67.0 - 69.9
A- =	90.0 – 92.9	C+ =	77.0 – 79.9	D =	63.0 - 66.9
B+ =	87.0 – 89.9	C =	73.0 - 76.9	D- =	60.0 - 62.9
B =	83.0 – 86.9	C- =	70.0 - 72.9	N =	0.0 - 59.9

Accommodations and Modifications

Legal accommodations and modifications will be followed as stipulated in IEPs and 504 plans. Additional extenuating circumstances may allow for additional time. A student needing additional time should consult with their teacher.

End of Grading Period

All applicable late assessments and reassessments need to be completed one week prior to the end of the grading period. Final grades will be recorded in quarters that are approximately nine weeks in length. All grades are final at the end of the quarter and will be posted on an official transcript. There are no reassessments for final summative assessments.

Assignments will be given on a daily basis. Please check the Schoology weekly folder frequently. Students at this level are expected to spend 8-10 hours studying Chinese on a weekly basis. Students are required to write at least an essay/a diary entry of 300 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.

Attendance, Preparation and Participation:

Attendance is required for you to succeed in this class. In order for us to be able to use our limited class time effectively, it is very important that you check Schoology frequently, and arrive to class having studied the material and having completed the assignment to the best of your ability. If you miss a class, you are responsible for checking missed assignments or instructions from Schoology. Your grade for this grading category will be 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

- NO phones & earbuds unless you have permission.
- Be on time and ready to learn.
- 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 use.
- Show up! Work hard and do your best.
- No food or drinks (except water in a closed container) is permitted in class.

Academic Dishonesty

In order to ensure academic honesty, students must understand and avoid malpractice.

- **Plagiarism:** The representation of the ideas or work of another person as the student’s own. Students must also understand that the copying of works of art, such as music, film, dance, theater arts, or visual arts can also be considered malpractice.
- **Collusion:** Supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another. It is acceptable to peer edit and research together, but the end product must be the students’ own words.
- **Duplication of Work:** The presentation of the same work for different classes, assessment components and/or diploma requirements.
- **Unfair Advantage:** Includes any other behavior that gains an unfair advantage for a student or that affects the results of another student.
- **Falsification:** To misrepresent or falsify any documentation for the IB program can fall under the definition of malpractice.
- **Malpractice on Assessments:** The following list of actions, described in the IBO’s “Academic Honesty” publication, also fall under the definition of academic dishonesty:
 - Taking unauthorized material into an examination room or classroom (e.g. an electronic device other than a permitted calculator, scratch paper, notes, cell phone) regardless of whether this material is used or contains information pertinent to the examination
 - Misconduct during an examination, including any attempt to disrupt the examination or distract another student
 - Exchanging, supporting, or attempting to support, the passing on of information that is related to the examination
 - Copying the work of another student
 - Failing to comply with the instructions of the proctor or other member of the school’s staff responsible for the conduct of the examination
 - Impersonating another student
 - Stealing examination papers
 - Using an unauthorized calculator during an examination
 - Disclosing or discussing the content of an examination paper with a person outside the immediate school community 24 hours after the end of the examination
 - Fabricating data for an assignment

Student/Parent/Guardian Signature Section

I have read and understand the course outline

Student _____ Class _____

Questions or comments:

Parent/Guardian [Print]

Phone Number

Parent/Guardian [Signature]

Email Address

Parent Questions or comments: