



IB DP/CIS Chinese Immersion 11/Grades 11

中文沉浸式教学班课程摘要

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Prerequisite: Chinese Immersion 10 or equivalent

Course Description: Chinese Immersion 11 IB is a vigorous course that prepares students for the Mandarin Language B Standard Level exam this year and Higher Level next year. This course is designed to interest and challenge immersion students who wish to develop a greater degree of proficiency in the Chinese language. The elements of grammar are reviewed and refined through topics as they are explored. Topics include China's population and challenges, social structure and family relationships, technology and social media, life styles and leisure activities. It gives students the opportunity to reach a higher degree of competence in the Chinese language and explores the culture using the language. Course goals include expanding students' thinking and vocabulary to extend their ability to express themselves on a variety of topics. Compositions, written responses, audio comprehension activities and oral reports are assigned to enhance skills and to develop mastery of the concepts studied. It continues to provide opportunities for using Mandarin Chinese in meaningful, real life applications. Through this course, they will become more critical readers and develop their creative writing skills. Students who are qualified to choose to register for the CIS credits will earn college credits through the University of Minnesota's College in the Schools program after they successfully complete all the course requirements.

Units of Study:

Quarter 1	China's 《421 family》	Global Context: Social Organization
Quarter 2	Love and Marriage	Global Context: Identity & Relationships
Quarter 3	Dear Andre	Global Context: Personal & Cultural Expression
Quarter 4	Internet & Connection	Global Context: Globalization & Sustainability

Standards and IB DP Assessments:

State Standards	IB Diploma Subject Assessments
1. 1) Communicate in Languages Other than English <ol style="list-style-type: none"> 1. a) Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 2. b) Students understand and interpret written and spoken language on a variety of topics. 3. c) Students convey information, concepts and ideas to listeners and readers for a variety of purposes. 2. 2) Gain knowledge and understanding of other cultures and make comparison to their own culture. <ol style="list-style-type: none"> 1. 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. 2. 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 communicate clearly and effectively in a range of contexts and for a variety of purposes. • To understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. • To understand and use language to express and respond to a range of ideas with fluency and accuracy. • To identify, organize and present ideas on a range of topics. • To understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts.

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.

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

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 DP, 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) Diploma Programme (DP) rubrics. Missing assessment(s) will be denoted with an “M” in the grade book.

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: