



**IB /CIS Chinese Five 中文五年級課程摘要**  
**Grades 9-12**



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**Prerequisite:** Chinese Four or equivalent

**Course Description:** Chinese Five IB is a vigorous course that prepares students for the Mandarin Language B Standard Level exam. This course is designed to interest and challenge 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 the change of China, social structure and family relationships, technology and social media, life styles and leisure activities, Chinese history and geography. 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.

**Standards and IB DP Assessments:**

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

**Themes of Study** may include:

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

**Topics of Study:**

- School Life
- Social Structure and Family Relationships
- Technology and Social media
- Life Styles and Leisure activities
- Chinese Festivals
- Changes in China
- Chinese History and Geography

**Instructional material:** *Integrated Chinese, Level II (textbook and workbook, 3<sup>rd</sup> ed.)* by Yuehua Liu et al. Boston: Cheng & Tsui Company, 2009. as well as selections from other textbooks and authentic materials that expand student's reading abilities.

**Materials Needed:**

#2 pencils, highlighters, a red pen, two composition notebooks, loose-leaf paper, earphone, and a 2" three ring binder

**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.

**Methods of Assessment**

A variety of assessment methods, both formative and summative will be used. Highland Park Senior High School uses a 20%/80% system. 20% 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 80% of their overall grade, will consist of quizzes, tests, and projects.

**Grading and Reporting**

HPSP 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.

Grading Scale

A = 93-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
			F = 59.9% and below

**Assignments:**

Assignments will be given daily. Students at this level are expected to spend 8-10 hours studying Chinese on a weekly basis. Students who are taking the IB exams will 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 get things in on time. If you do not hand in homework on time, it will affect your grade. If you are absent for any reason, it is your responsibility to find out what you have missed.

**Quizzes/Tests:**

Tests will be given at the end of each unit. Quizzes will be 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. For us to be able to use class time effectively, it is important that you come to class having studied the material and having completed the assignment to the best of your ability. If you must 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 missed (get notes from another student) and for coming completely prepared to the following class. 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. Each month you will receive a calendar sheet, which will be stamped throughout the month in accordance to your achievements in the above-mentioned areas. The accumulation of stamps earned on the calendar sheet will be your participation grade for that month.

**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 encounter.
- 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 Page**

I have read and understand the course outline for Miao Laoshi's class.

Student \_\_\_\_\_ Class \_\_\_\_\_

Questions or comments:

Parent/Guardian \_\_\_\_\_

Parent/Guardian email address \_\_\_\_\_

Parent/Guardian telephone number \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Parent Questions or comments: