

2020-2021
Chinese 4/AP Course Syllabus
 中文四/AP课程大纲/ 中文四/AP 课程大綱

Teacher: Lin, Chiu-Hsin *Laoshi*

Phone: 425-385-7000

Remote learning schedule: M & W 8 a.m. - 9:45 a.m.
 F 8 a.m. - 8:30 a.m.

Email: clin@everettsd.org

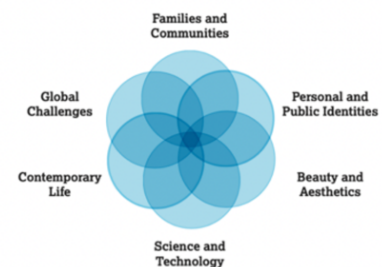
Classroom: C232

Office Hours: M-F 7:30 – 8 a.m.
 M-Th 2:35 – 3 p.m.

Course Overview

Chinese 4/AP is designed for students who have successfully completed at least three years of Chinese courses (or the equivalents) and to further provide opportunities for students to develop their communication skills and cultural competence. The course will be conducted in almost exclusively in Mandarin Chinese. Students in this course are encouraged to also use Chinese to communicate with their instructor and peers in the classroom or beyond to equip themselves for real-life situations. The themes in Chinese 4/AP include my community, dining, traveling, household chores with integration of the six AP Chinese language and culture themes.

AP Chinese Language and Culture: Six Themes



Text and Materials

- Zhen Bang, Level 2 (first semester) & Zhen Bang, Level 3 (second semester)
- Character book, workbook, and online access to Zhen Bang
- Supplementary materials will be shared on Canvas

Course Goals & Themes

Our goals are based on the World Languages standards – 5Cs. Students will develop different modes of **communication** skills (listening, reading, speaking, and writing) at the intermediate range proficiency level. Students will have opportunities to investigate and reflect on the three aspects of culture: products, practices, and perspectives. Students will make **comparisons** between Chinese language and culture and that of their own. Additionally, students make **connections** to the content in Chinese class to other disciplines and use the language within and beyond the school setting to participate in **communities** locally and around the world.



Learning Outcomes

Upon successful completion of the first and second semesters of Chinese 4/AP, students should aim at the **intermediate** proficiency range. Students who plan to take the AP Chinese exam should aim for at least **intermediate-mid** level. Below is a sample of what an intermediate learner can do.



Intermediate-Low

I can communicate in conversation and writing using simple sentences. I can handle short social interactions in daily situation by asking and answering simple questions. I can understand the main idea of short texts when the topic is familiar.

Intermediate-Mid

I can participate in conversation about myself and my daily life using sentences and series of sentences. I can handle short social interactions in daily situations by asking and answering a variety of questions. I can understand the main idea of texts related to daily life and personal interests or studies.

Intermediate-High

I can participate with ease and confidence in conversation on familiar topics in conversations. I can usually talk about events and experiences in various time frames. I can handle social interactions in daily situations, sometimes even when there is unexpected complication.

Course Expectations - *to make your Chinese learning successful and meaningful*

- Come to class prepared
 - Have an organized binder with paper, your district-provided laptop and pencils/pens
 - Have access to your textbook materials
 - Preview the required materials
 - Complete the assigned course work
- Log in to Canvas daily
- Be respectful and kind to all members of our learning community
- Be proactive with your learning
- Put forth your best effort at all times
- Practice writing characters regularly
- Make effort to practice Chinese outside of class
- If you have questions, please ask me for help

Teaching/Learning Strategies

In order to maximize our class time together, students in Chinese 4/AP are highly encouraged to:

- Preview the vocabulary, phrases, and new sentences prior to each class. In class, we will focus on how to use vocabulary and sentence structures through different interactive activities.
- Practice handwriting Chinese characters with/out pinyin daily via journaling, writing notes, or character workbook assignments
- Practice typing Chinese characters via various tasks such as writing emails, publishing essays or posting comments on the class blogs
- Communicate in Chinese with their peers and teachers as much as you can

Assessments and Grading

Assessments are standards-based to evaluate your mastery of the language and development of cultural understanding as an intermediate learner. Some assessments will appear in a quiz/test format, and group conversations. Others will be presented in written/oral presentations and projects. Some assessments students can re-take to demonstrate their mastery of the language and learning targets.



Category	What it measures	%
Learning checks	Character writing practice, participation in cultural activities, reflective journals, vocabulary quizzes	20%
Interpretive reading	Your ability to read and interpretive assigned texts	20%
Interpretive listening	Your ability to comprehend spoken language	20%
Interpersonal and presentational speaking	Your ability to verbally exchange information with others and present information	20%
Interpersonal and presentational writing	Your ability to do exchange information via emails or text messages and do written presentations	20%

Grading Scale

Grade	GPA Points	Meaning
A	3.6-4	Achievements consistently exceeds basic course expectations and demonstrates complete mastery of standards/course objectives.
B+	3.5	Achievements meet the course expectations and demonstrates some mastery of standards/course objectives.
B	3-3.4	
C+	2.5	Achievements adequately meet the basic expectations and demonstrate limited mastery of standards/course objectives.
C	2-2.4	
D+	1.5-1.9	Does not demonstrate achievement to meet the course objectives and mastery of the standards/course objectives.
D	1-1.4	

Re-take/Revise Policy

Students are encouraged to re-take any quiz on which their score is less than 70%. The highest grade that students can receive is 70%. Please schedule help and retakes with your teacher. To re-take a quiz, students must:

1. Complete all the related homework and course work
2. Schedule a re-take time to take the quiz
3. Quiz-re-takes need to be taken prior to the unit assessment

During remote learning, students can retake quizzes, tests, and revise their assignments to improve their overall grade. Any changes related to re-take/re-vise policy may be subject to change due to the remote learning circumstances. Thank you for your understanding.

Attendance & Absence Policy

We follow the Henry M. Jackson High School's attendance policy. Attendance and participation are vital in learning a new language. Practicing with your peers and teachers in class will positively impact on your learning. If you need to be absent, please contact the attendance office to have it recorded as *excused*. Otherwise, it will be recorded as *unexcused*.



Late Work and Make- up Work

It is important to complete all assigned work for this class. Please, do not ask for additional time on the day that the assignment is due. If you are not able to turn in your assignment in on the scheduled due date, you need to communicate with your teacher before the assignment is due to request additional time. This will give me time to help you if needed. If you were absent from a class, it is your responsibility to find out what you have missed from your teacher and/or peers. It is also important for you to check Canvas for missing worksheets or handouts. If you missed a quiz due to an excused absence, you need to make it up upon your return to class.

Academic Integrity

If you need help, please ask your teacher. You will be provided with support to succeed. We value intellectual honesty and personal truthfulness. Learning a new language is fun but at times can be challenging. All students expected to do their own work. We follow the Henry M. Jackson High School's academic integrity policy (*Policy 3300 and Procedure 3300P*).